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junior and senior high schools

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FACILITIES FOR HOME ECONOMICS IN MASSACHUSETTS JUNIOR AND SENIOR HIGH SCHOOLS

Submitted by
Florence Adams
(B.S. in Ed. Framingham State Normal School,1922)
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FACILITIES FOR HOME ECONOMICS IN MASSACHUSETTS JUNIOR AND SENIOR HIGH SCHOOLS

Chapter I

INTRODUCTION

The Problem

There are many types of equipment and much variance in the number and size of the rooms now being used for home economics. Many and varied, also, are the reasons given for the types and amount of equipment used.

This study was made to determine what facilities are being used and, if possible, those most prevalent in the Massachusetts Junior and Senior high schools. A questionnaire was formulated in order to determine the following:

1. The most common type of equipment being used.
2. The type preferred by the majority.
3. The relationship between the type of community and the equipment being used.
4. The relationship between actual facilities in use and ideal facilities.

5. The relationship between the objectives and the equipment.

6. The effect of the type of equipment upon the course of study.

7. The effect of the amount of money appropriated upon the course of study.

8. The relationship of the space assigned to home economics to that assigned to other subjects.

9. The number and types of special rooms and the uses made of them.

This questionnaire was sent to two hundred and seventy-two teachers and principals, covering all of the junior and senior high schools which teach home economics.

Need for the Study

That there is a need for this kind of a study is shown:

1. By the constant change in types of equipment and to show number and kinds of equipment in use.

2. By the lack of standards in types and the need for a standardization or ideal types.

3. By the necessity of planning the equipment to meet the needs of the school.

Contributions of the Study

The results of this study should be valuable to the school authorities in making proper provisions for Home Economics departments when constructing or remodeling school buildings.

The results should be of value to the administrator in the selecting of proper equipment for teaching home economics.

They should be of value to the teacher to broaden her knowledge of the variety of types of equipment in use and the best types to use.

Limitations of Study

Of course a study of this type is very limited and inadequate. Any conclusions which may be drawn are only tentative. The constant changes in the content of subject matter used, new scientific data gained, and new types of equipment constantly being developed tend to make a study of this type serve only as a foundation for any knowledge of the needs of the subject.

A questionnaire such as was used for the basis of the study is very limited in the type of data that may be secured. The writer is aware of the weaknesses to which a questionnaire is subjected, and the great liability to error in interpreting the replies.

Sources and Methods

As a means of obtaining material for this work, a critical review of the literature in the field was made. A survey was made of all magazine articles which dealt with the subject. A study which was made by the Massachusetts State Department of Vocational Education in 1926 and 1927 was carefully studied and analyzed.

A questionnaire was formulated and mailed to two hundred and seventy-two junior and senior high school teachers or principals in Massachusetts. From these two hundred and seventy-two blanks which were sent out,one hundred and two usable replies were received. The replies came from all sections of the state,thus we have an excellent general view of conditions throughout Massachusetts.

The data from all sources were studied and tabulated and frequency distributions were made of the results.

Chapter II

TYPES OF EQUIPMENT

The constant changing in economic conditions and standards together with new scientific data and inventions causes a continual change in the material presented and ideals set up in home economics. This mobility of the subject makes it exceedingly difficult to set up any definite standards for the character and type of equipment to be used. However, the necessity for teaching home economics in the schools has been definitely recognized and established as shown by multiplicity of new text books and its place in practically all courses of study. Therefore, the physical conditions for teaching the subject should be the best possible with our present knowledge of the work.

> "Dark, damp, inaccessible rooms, placed below all other instructional space, overcrowded with classes and inadequately supplied with suitable equipment will dishearten even the most enthusiastic teacher. School children naturally interpret the desirability of the place, the types of rooms, and the support given a subject as the evaluation placed upon that subject by the school and the community. If it is assigned to the least desirable place in the building, then to the pupil it is the least value as a subject."[1]

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[1] Equipment and Rooms for Home Economic Departments. Department of the Interior, Bureau of Education, Washington, D. C., Home Economics circular no. 11, January 1922

Some of the essential conditions for teaching home economics which have been set up by the Bureau of Education in the Home Economics circular no. 11[1] are:

1. All rooms should be above the ground.

2. Wherever possible home economics rooms should be near the school lunch room and the arts and crafts room.

3. There should be an abundance of natural light from windows placed on one side or one side and one end of the room. Overhead lighting is unsatisfactory.

4. Window ventilation should be arranged for the foods rooms. The usual method of school room ventilation does not prove satisfactory.

5. Walls should be given a sanitary finish in light and attractive colors.

6. Floors should have a sanitary finish or a sanitary floor covering well-laid. Uncovered cement is not suitable.

7. Adequate blackboard space should be provided.

8. Bulletin boards for exhibits should be provided.

9. All home economics rooms should be supplied with an ample supply of running water connected with a sewage system.

10. Toilets and lavatories should be adjacent to or immediately opposite home economics rooms.

11. Kitchens should be equipped with one or more ranges using the common fuel of the locality.

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[1] Ibid.

12. There should be adequate provision for the personal cleanliness of the pupils.

13. Home economics department heads should have supervisory authority over lunch rooms.

Effect of Objectives on Equipment

The type of equipment used should be governed by the aims and purposes of the work. Although the same equipment could be used for teaching home economics on the practical or vocational basis as is used for teaching it as a more cultural subject, this is not at all practical.

Brown and Haley[1] give the following as some of the objectives for teaching home economics:

1. General education.
2. Future homemaking.
3. Trade instruction.
4. Part-time and continuation work.
5. Classes for adults.

If the purpose or objective of the teaching is changed the equipment should also be changed. Sometimes this involves much new and different equipment, sometimes a mere rearrangement of the present equipment. There should be some recognition made of the new needs and an attempt made to meet them.

If the course of study is limited to only foods and clothing the amount and type of equipment needed is not difficult to determine. If, however, other subjects such as

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[1] Brown and Haley The Teaching of Home Economics p. 302

textiles, child care, home management and so forth, are added to the course the problem of equipment becomes more complex. There is, too, the question of time element and amount of money available.

If the teacher is limited to one or two rooms for her work, she should avail herself of whatever other opportunities the school may offer. For example, the teacher's rest room, the nurse's or clinic room, the principal's office, toilets and lavatories may be used for lessons in homemaking, house furnishing, housekeeping, home nursing, and child care.

If the time allowed for class periods is short, the most efficient arrangement of equipment must be made. For teaching technical and vocational work the "equipment, the surroundings, and the length of the school day" should "approximate as nearly as possible the conditions as they will be found in the vocation for which the girl is being trained, eliminating the undesirable features."[1]

Motor training is one of the factors to be considered in a home economics course. This being true the course should be planned so that the problems presented increase in difficulty of manipulation. The equipment should be planned to meet this need.

Another point to consider is the method of teaching, "that is, will the teacher use project teaching, will she have

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[1] Cooley, Winchell, Spohr & Marshall. Teaching Home Economics page 377

the pupils work in groups of possibly four, or will all work be done on the individual basis? The more varied the course of study, the shorter the period, or the more definite the plan advocated for class management, the more exacting are the demands made upon the equipment."[1]

Effect of Community on Equipment

To make the home economics course of the most value to the pupils, the standards and economic status of the community must be kept in mind. Ideals should be set up but these should not be so far beyond their power of attainment that the pupil will have no interest in or comprehension of them. For example, a course of study planned for a rural group would be entirely different from that planned for a city group. On the other hand, the varying economic conditions in different sections of a single city would demand different requirements and treatment of a course of study.

As we have pointed out before the amount and choice of equipment varies with the course of study, and this consideration of community needs also greatly influences the equipment. With this idea in mind Mary M. Buckley, Supervisor of Domestic Science in Paterson, N. J. made a survey of the equipment in the homes of the girls enrolled in the domestic science department of that city. A questionnaire was sent out to determine the changing demands and standards in their homes.

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[1] Brown and Haley. The Teaching of Home Economics page 305

Some of the results of that questionnaire are given here to show a typical method of adjusting the curriculum to meet the needs of the pupil.[1]

1. People still make bread at home. Therefore we need to have bread lessons.

2. One-half of the number reporting do their family wash at home. It is advisable, therefore, to have demonstrations of washing machines and mangles in the eighth grade.

3. The oven control is used in at least one-fourth of the homes. More lessons are needed in the use and care of this device.

4. The number of electric irons used in the homes make it compulsory to include the use, care, and cost of this labor saving device. The care and repairing of parts should also be included.

5. The number of ice refrigerators shows improvement in this line and indicates the worth of lessons on ice from the standpoint of health and sanitation.

The type of fuel used, the type of furnishings provided, and the number and kinds of rooms available for home economics should be in keeping with the standards of the community. Electric stoves should not be the only type of fuel used in the school in a community whose chief fuel is wood. Elaborate suites of rooms should not be provided for the home economics departments of communities which have two and three room homes.

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[1] Practical Home Economics Nov. 1930. Survey of Equipment in the Home. by Mary M. Buckley

"A knowledge of community life and of community interests is very essential if wise decisions are to be made regarding the amount of space needed and the choice and arrangement of furnishings. Should the community desire to use the department as a recreational center, equipment which will stand hard usage must be chosen, and it should be so arranged that free floor space may be available when needed."[1]

Number and Size of Rooms

"From the standpoint of economy in learning, it would seem to be most important that motor training in the schools should be given under the same conditions as those to be found in the home, in order to prevent loss in skill in transferring the activity from the school to the home. Home economics teachers are beginning to realize this point and they are trying to meet it in two ways: by making the equipment of school laboratories as similar as possible to home equipment in type and arrangement, and by using home projects to secure skill by repetition, rather than by providing extensive repetition of processes in the school."[2]

The amount of space desirable and the amount of space available for home economics are two different stories. That that is desirable, is based on the factors already mentioned, aims and objectives of the work and type of community. That that is available depends on the amount of space the authorities are willing to allow for it and the amount of money available for equipping it. In many cases when any definite plan for the amount of space to be used for the home economics department is made, the architect is given a minimum floor area for the entire department and he may divide it as he sees fit. Many architects take it upon themselves to do this without any definite knowledge as to the needs of the particular school.

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[1] Brown and Haley. The Teaching of Home Economics page 307

[2] Hanna. Home Economics in the Elementary and Secondary Schools page 42

One of the first things, that it is necessary to know in planning the size of the department is the number of pupils that can be satisfactorily handled at one time. The next thing is to consider the desirable equipment and its arrangement for the particular school. With these two factors, the size of the rooms may be easily ascertained.

The result of an inquiry made by Miss Wylle B. McNeal, Supervisor of Home Economics for the Public Schools of Minnesota sent to twenty-six teachers and supervisors in twelve states, shows that in no instance was the desirable number of pupils placed higher than twenty. In fact, the majority favored sixteen.[1]

The Federal Bureau of Education recommends basing the space requirements on the time allotment plan. This time allotment is as follows:[2]

Fifth grade	160 - 180 minutes per week
Sixth grade	160 - 180 minutes per week
Seventh grade	200 - 225 minutes per week
Eighth grade	200 - 225 minutes per week
Ninth grade	360 - 450 minutes per week

Tenth, eleventh, and twelfth grades, elective, 360 - 450 minutes per week.

One-half day five times a week for intensive course for girls fourteen or over wherever there is a demand.

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[1] Challman, S. A.: "Space Requirements for Home Economics School Board Journal, January 1922"

[2] "Equipment and Rooms for Home Economics Departments," Department of the Interior, Bureau of Education. Home Economics Circular #11

b) It is assumed that not more than twenty girls will be enrolled in any one class.

c) All phases of home economics will be taught to each pupil in the degree in which she is prepared to profit by instruction.

d) An effort should be made to estimate accurately the minimum amount of space which should be set aside for home economics in different types of schools.

With these requirements in mind the following estimates have been made of the amount of space which would be required in different types of schools.[1]

1. An elementary school of 1,000 to 1,200 pupils of eight grades would need: one foods room approximately 22 ft. by 48 ft., one clothing room approximately 22 ft. by 40 ft., one forty pupil classroom for lectures and recitations, one home kitchen approximately 10 ft. by 9 ft., one home dining room approximately 12 ft. by 16 ft., one fitting and pressing room (with windows) approximately 7 ft. by 10 ft., one food store room (may be inside space) 7 ft. by 10 ft., one teacher's rest room or nurse's room with lavatory and, if possible bath and toilet. (This room to be used for teaching housekeeping.)

2. A six grade school of 600 or 700 pupils needs the full use of one room equipped for twenty pupils.

3. A school of over 700 will require the same space as suggested for the 1000-pupil school, though it will not be used so effectively.

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[1] Ibid.

4. A junior high school of about 600 pupils will need the full use of three units of home economics and one recitation room. This would mean:

one foods classroom with storeroom

one clothing classroom with fitting room and storeroom

one forty pupil recitation room

one home kitchen

one home dining room

one home living room and bedroom combined to be used as a teacher's rest room or students' social room

one bath room

5. Junior high schools of more than 600 pupils will require additional home economics space for the first 200 or fewer additional pupils for which there should be one extra foods room and one extra clothing room.

6. For a junior high school of 1000 pupils the original space should be doubled.

7. In high schools of four grades having 600 - 700 pupils there should be three units of home economics equipment, the same space and arrangement as for a junior high school of 600 pupils.

8. In high schools having six grades with home economics required in the first three grades and elective in the upper three grades, there will be required at least one three-unit home economics department similar to that recommended for

junior high schools together with one classroom for forty pupils.

9. In eight-grade elementary schools of 500 pupils or less, in junior high schools, and four year high schools of 300 pupils or less, and in ordinary consolidated rural and village schools, but one room will be required for teaching home economics, if that room is large enough and is properly located and equipped. These rooms should be not less than 22 ft. by 42 ft. There should be a storeroom for food supplies and one for clothing. It is recommended that the teacher's rest room or nurse's first aid room be placed near this room so that pupils may have opportunity to practice the instruction given in housekeeping.

10. The purchase or rental of a nearby residence provides a most admirable place for teaching home economics if the condition of the school building is such that it will not allow additional subjects in the curriculum. The house should be a type common in the community. It should be furnished in a sanitary and attractive manner at an expense that the patrons of the school could afford for their own homes. This residence should retain all the attributes of a home and should not be changed into foods laboratories and classrooms.

11. Portable buildings can be made satisfactory.

The very simplest type of home economics department has one large room which is used for both cooking and sewing. This may be sectioned off by means of screens with the foods

work done in one end and the serving and sewing work in the other. This type is suitable for schools with small enrollment.

Brown and Haley[1] give as the minimum space for a town having a school population of three hundred to four hundred pupils, a clothing laboratory, a foods laboratory, a dining room, and adequate storage space. They go on to state that small schools may manage with two laboratories, using part of one for the dining room equipment. Challman[2] gives the required floor area for a simple home economics department where the sewing and cooking rooms are placed side by side as 1421 square feet to 1429 square feet according to the type of kitchen used. If a dining room and storage room were added to this the area would be increased an additional 214 square feet. He gives the minimum floor area for twenty pupils as 1500 square feet. Five hundred to 600 more square feet will make possible a very satisfactory and complete addition of smaller rooms exceedingly important in teaching home duties and home care.

The home economics departments may be enlarged to include fitting rooms, bed rooms, bath rooms, ante-rooms to the dining room, living rooms, laundries, etc. If the apartment plan is used home conditions should exist as far as possible. To create

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[1] Brown and Haley. Teaching of Home Economics page 307

[2] Challman, S. A.: "Space Requirements for Home Economics" School Board Journal. Jan. 1922

a home atmosphere the class may be divided into families, each group running the apartment at stated times. Another method of providing more homelike conditions is to have the pupils take care of the teachers' apartments. This, however, does not always prove satisfactory.

The following are some excerpts from Donovan's book on School Architecture[1] on requirements for home economics rooms.

"It is now the practice to provide space for teaching of home economics subjects in connecting rooms arranged more or less in the order of rooms in an apartment or house.

"Five units may be distinguished in this space:

1. the cooking unit
2. the serving unit
3. the laundry unit
4. the sewing unit
5. the home nursing and housekeeping unit

"Of these only the cooking and sewing units are usually considered indispensable, and are first supplied, the serving, laundry, and housekeeping units being most frequently added in the order named.

"If all home economics instruction can be assembled in a separate building, either in the form of a cottage or an apartment, a certain unity of concentration is gained. Lessons learned in physical surroundings more like the home carry over

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[1] Donovan, John J.: School Architecture Chapter XXIII

better with girls. It should not be so dissociated from the regular school work that is will carry an inferior rating in the minds of the girls.

"The same advantage of a detached building may be obtained by a separate wing. This may have either one or two floors. If the apartment plan is used it should have the following:

"1. A generous sized room--480 square feet--used for living room for teaching housekeeping and interior decoration, and as a community or school social room.

"2. A smaller room with at least 200 square feet communicating with the former and with the kitchen to be used as dining and recitation room, or to be united with the living room if required.

"3. A bedroom and bathroom for instruction in housekeeping, home nursing, first aid, care of children, and as a rest room.

"4. A room varying in size according to size of classes for cooking instruction. One ordinary sized family kitchen should be included in this space.

"5. Laundry--Separated from the cooking room if possible.

"6. Sewing room equipped with tables, chairs, sewing machines, pressing boards, and walled off or screened fitting space. The living room mentioned above may be used for this."

No matter what type of equipment is used it is very important that provision should be made for the storage of sup-

plies and utensils. This space should be provided and planned for in constructing a new building. If an old building is being used and there are no closets provided, built-in cabinets should be arranged.

Location of Rooms

We find home economics rooms located anywhere from the basement to the top floor or in separate buildings. In deciding on the location of the rooms several points should be considered, that is, ventilation, lighting, co-operation with other departments, and provision for deliveries of merchandise. Challman seems to sum up very well this problem of locating the home economics department.[1]

"To begin with, we introduced the class to a room or two in the basement and heard very little, if any, protest from those in charge as to the undesirability of this location. Those who managed the introduction were glad to obtain any place.

"Now and then some one would clamor for more light and better ventilation, and artificial illumination and some device for ventilation would be provided. It was, in many places, and still is in a few, difficult to make some people understand that human beings, while living, are entitled to remain on top of the ground, especially during the years they are acquiring an education. Basement rooms or any rooms with a floor level

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[1] Challman, S. A.: "Space Requirements for Home Economics" School Board Journal. Jan. 1922

below grade are never as cheerful and seldom as convenient as rooms on floors above grade.

"The usual defense for basement rooms is that they can be built for less money than rooms above ground. This contention, however, has been proved untenable in a great many instances, and it is a question if they are actually not more expensive than rooms above ground when the excavated dirt is not needed for filling.

"At any rate the economy of construction would be so small, even if it were in favor of the basement that, when light, ventilation, cheerfulness, convenience and other possible factors are given proper consideration, the saving would not be worth mentioning.

"The home economics department is by virtue of its importance in the curriculum entitled to as good quarters as any traditional school subject. Whether it should be on the first, second, or third floor, will depend largely on the school organization, but it ought to be located so as not to require unnecessary stair climbing on the part of the pupils. Except in very large buildings, it is unwise to distribute rooms on different floors or parts of the building.

"Home economics rooms require as much light as ordinary classrooms, i. e. the glass area should not be less than 20% of the floor area.

"For sewing a northern exposure seems to be preferred by teachers of home economics, owing to the fact that the light from this area is well diffused and remains comparatively con-

stant throughout the day. Only unilateral light, therefore, is acceptable in sewing rooms.

"Artificial illumination is essential. Only the most approved types of modern lighting should be used and these should be located to advantage."

Effect of Appropriation on Equipment

In equiping a home economics department, the question of funds available is important. Often when these are not adequate, teachers may help out by conducting sales and school lunches. Frequently it is simply a question of presenting the case to the proper authorities clearly and with sound reasons for the various needs.

"A domestic science equipment to be adequate must include all the necessary apparatus for the application of principles and actual cookery in the class-room. If the equipment is too meager, the work is restricted and girls do not learn the value of good utensils; if too elaborate, ingenuity is not developed and girls get extravagant ideas that are not practical or possible in the average home.

"In selecting an equipment, its wearing qualities and working possibilities must be considered. Often a simple inexpensive tool will serve the purpose and last as long as a more expensive one. Then, again, it is better economy to pay more for an article known to be the best. Experience in the classroom is the best way to determine the best kinds of equipment to buy and only those of experience ought to undertake the responsibility.

"The cost of equipping a school depends upon the number of students to provide for, on the kind of equipment, and upon the methods of work."[1]

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[1] Bailey, Pearl L.: Domestic Science, Principles and Application

Chapter III

TYPES OF HOME ECONOMICS ROOMS

Kitchens

The foods work may be taught on a very simple basis and with practically no equipment. For example, in a rural school the work may be carried on if there is a table on which to work, a storage space, cooking and serving utensils, a stove, and cleaning equipment. Of course this means that only the rudiments of the subject are given. "The ideal equipment of a school kitchen is such that, were a unit transferred into a home in the community, it would be appropriate, convenient, adequate, and satisfactory."[1] This represents two extremes in kitchen, or foods laboratory equipment. The first that used at the very beginning, the second the unit kitchen form which has resulted from the theory of placing the work on a practical home basis even where there are large numbers of pupils.

The laboratory desk type of foods room was the first type of separate room developed. This was a natural development from the classroom method of teaching. It is still considered efficient for teaching young pupils the chief objection being that it does not reproduce home conditions. Donovan[2] brings up

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[1] "Equipment and Rooms for Home Economic Departments, Home Economics Circular #11, Jan. 1922"

[2] Donovan, J. J.: School Architecture

the question as to whether this is necessary. He maintains that the main aim of the school is to teach the girls "the economic and scientific principles underlying the purchase and preparation of foods" and that skill comes later through practice.

There are at present several types of kitchens in common use,namely, the hollow square, the "school-room" plan, the unit kitchen, the modified unit kitchen, and the parallel plan.

The amount of space necessary for a kitchen depends on the type used and the number of pupils per class. A cooking room with hollow-square arrangement, equipped for twenty pupils would require a space 31' x 23'. One equipped for the modified unit kitchen or unit desk arrangement might be placed in a room 30½' x 23'. A unit kitchen will require a larger space, at least 33' x 23'. In planning a kitchen and placing the equipment, an outside aisle next to the wall should be at least three feet wide, and the space between tables should be at least two feet.

The Hollow Square Plan: The first laboratory kitchens developed into a U-shaped arrangement. All the pupils were seated on the outside of the "U", while the teacher was seated inside. This type was easily supervised but entailed much travelling on the part of the pupil to reach supplies. Next an oval shape was developed. Out of these two types the hollow-square arrangement was developed. In this type the desks conform to the general outline of the room. Each pupil

has an individual stove on the top of the desk and there should be sinks located at each corner. To make it practicable there should be several breaks in the square to allow for easy passage from the outside to the inside. Some of the advantages of this type are easy to supervise, good lighting and easy to demonstrate. Some of the disadvantages are waste of space, waste of pupil's time, ill-adapted for class discussion, and not at all home-like. Donovan[1] says that this arrangement involves the maximum loss of time on the part of the pupils with the minimum exertion on the part of the teacher, and that even the teacher may not find it altogether comfortable since she must stand within the fiery ring of stoves and ovens. It is, however, considered by many teachers the best arrangement for elementary pupils. Others also approve it if a model kitchen is added to the arrangement.

The School-Room Plan: This type has the desks arranged in formal rows across the room. There is a small sink in the center of each row. Individual stoves are used on the tops of the desks. This is another form of the strictly laboratory method. Its advantages lie in the ease of demonstration and conduction of lessons, and in the economy of space used. It is not as easy to supervise, not convenient for pupils, and decidedly different from a home kitchen.

The Unit Kitchen: As a means of providing more home-like conditions, the unit type of kitchen was developed. This ar-

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[1] Donovan, J. J.: School Architecture

rangement calls for from four to six small kitchens or units within one large room. This unit includes a sink, a stove, a table, and a kitchen cabinet and accommodates four girls. The space allotted to each kitchen is about 9'4" x 9' or 84 square feet. There must be ample room for teacher's desk, refrigerator, supply, table and storage. No generally accepted arrangement of furniture has yet been evolved for this plan. Usually the arrangement of the furniture marks the kitchens. Sometimes iron tubing is used to indicate walls, or low movable partitions may be used. This type of kitchen is more home-like and provides home equipment. The work may be conducted in family size quantities and groups. By having different units outfitted with varying styles of equipment and utensils, the girls may gain more knowledge by progressing from one to the other. It is more expensive in the initial layout. It is harder to supervise and to conduct recitation lessons. More floor space is required but if it is carefully planned this may be used economically. There are more workers in the school than in the home kitchen and, therefore, the work is not altogether comparable. It is being used for both elementary and advanced classes and has many strong advocates. It is particularly adapted to advanced classes, though more elaborate equipment is necessary for older pupils.

The Modified Unit Kitchen: This type is an attempt to more successfully combine the good points of the unit kitchen with school work. It allows for more individual work while

still providing for group work if necessary. Each girl has her own desk or table at which to work but shares her stove and sink with from one to three other girls. Thus the work may be easily put on the family basis. There are many variations in the arrangement of the furniture to allow for easier supervision. The usual arrangement is to group two desks together (back to back) and provide a center aisle. This plan is economic in time and energy because supplies and working centers are all convenient to the pupil. It is also more economic in the initial cost. It may be made homelike by providing for family size groups and meeting standards of living in the community. It is not as convenient for recitation and demonstration work.

The Parallel Plan: This type may be another arrangement of the modified unit kitchen. It is also called the Unit Desk type. These unit desks have two working centers with a sink between, with individual stoves or plates on the top of the desk. They are arranged in two rows, all facing front, with a wide center aisle. It makes the most economical use of space, provides ample light for all pupils with windows to the left, provides for individual responsibility, and gives excellent opportunity for recitation and demonstration work. It is more difficult to supervise than the hollow square and requires much travelling to reach the supply tables. The plumbing is more expensive than for other types. It is preferred by some teachers for advanced classes particularly as

it provides excellent opportunity for individual work. Some teachers prefer to have one or two unit kitchens to use in conjunction with this plan.

Lunchroom as Cooking Laboratory: There are many arguments for and against using the school lunchroom as a foods laboratory. It does save expense and offers practical work. If well used, it may help to produce resourcefulness, initiative, responsibility, and more interest in food problems. If the entire work of the lunchroom is done as class work, it is impossible to maintain any educational standards. The petty routine of same staple foods daily, of cleaning and picking up and getting ready for an exact time uses up the teacher's time and she hasn't the opportunity to develop individual thinking on the part of the pupils.

In planning the general equipment for the cooking laboratory the cooking desks, the stove, and the sink should not be more expensive than the financial and social status in the neighborhood justify. The placement should be such that the convenience of the arrangement would appeal to a thoughtful housekeeper.

The following is a standard permanent equipment for a foods room having group placement of equipment as set up in the Home Economics Circular no. 11[1] .

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[1] Equipment and Rooms for Home Economic Departments. Bureau of Education, Home Economics Circular no. 11,

1. 10 or 12 double desks
2. 5 or 6 enameled sinks (18" x 24" without backs or drainboards)
3. 5 or 6 gas stoves (4-burners), of type commonly used in households
4. 5 or 6 towel racks
5. 1 wood or coal range, if either fuel is in general use in the community
6. 2 lavatory basins with drinking spigot attached
7. 2 stationary tubs with hinged covers
8. 1 ironing board and electric connection for iron
9. 1 washing machine (water or electric power) with plumbing connection
10. 1 supply table 42" x 84" x 31" high to be used as dining table
11. 1 kitchen cabinet--commercial type
12. 1 cupboard--2 section
13. 200 individual lockers for aprons, etc. 7" x 7" x 12"
14. Not less than 12 running feet of blackboard
15. 12" drop shelf under blackboard for books, bags, and papers of students
16. 1 bulletin board not less than 3' x 5'
17. 1 table or desk for the teacher
18. 8 chairs for use during meal service
19. 20 or 24 stools for pupils unless desk has stool attached
20. 1 refrigerator
21. 1 fireless cooker
22. 1 iceless refrigerator in dry hot section of country
23. Unless floor is of wood, it should be covered with well-laid cork carpet.

A standard equipment for foods rooms having unit kitchens, each accommodating four pupils would include:

1. 5 or 6 kitchen cabinets, commercial type
2. 5 or 6 sinks with backs and drainboards
3. 5 or 6 kitchen stoves
4. 5 or 6 kitchen tables, enameled tops
5. 5 or 6 towel racks

6 to 23 as in previous list

A permanent equipment for a small school would include:

1. 8 double desks to be used also as sewing tables

2. 4 sinks 18" x 24" without backs or drainboards and with boards that may be used as covers.
3. 4 gas stoves (4-burner) if gas is used commonly; 1 gas hot water heater, or 2 ranges with hot water tanks. 2 oil stoves (4-burner)
4. 4 towel racks
5. 2 lavatory basins with drinking spigot
6. 2 stationary tubs with hinged covers
7. 1 washing machine
8. 1 ironing board
9. 1 supply table 42" x 81" x 31" high to be used as dining table, pupils' lunch table and sewing table
10. 1 kitchen cabinet--commercial type
11. 1 cupboard
12 to 23 as listed above
24. 4 sewing machines
25. 8 folding sewing tables
26. 8 folding chairs to be used by pupils in sewing

There are many styles of furniture on the market. The choice depends on those factors already outlined. The desks should be large enough to hold all the utensils most frequently used. They should be of different heights. For example, for the seventh, eighth, and ninth grades, they should be 23" to 29" high. For the senior high school they should be 33" to 38" high. Some seat for each pupil should be provided, either attached or separate.

There should be not less than five square feet of unobstructed table top, that is 24" x 30". The tops are made of various materials. If made of wood it should be of a good grade of hard wood. Wood tops are more quiet and inexpensive and present conditions similar to the home. If left unfinished they require more scouring. They may be painted, enameled, stained or varnished but these present problems in the care of the finish. Glass, marble and slate are all sanitary and easily

cleaned, but glass fractures and scratches, marble is very expensive, and slate is unattractive. White enamel is smooth surfaced and easily cleaned and may be fitted over locally made desks. It is expensive, affected somewhat by acids, and is inclined to chip. Locally made desks may also be covered with zinc or aluminum. These wear well but are not as attractive, the zinc is also affected by acids. Tile is expensive and noisy although very attractive. Composition materials as alberene or germanstone are easy to care for but often absorbent. More recently made composition tops, such as monel metal are non-absorbent, easily cleaned, and attractive, though comparatively expensive. Whatever type of top is chosen it should be easily cleaned, non-absorbent, not warped or cracked by heat, fireproof, and resistant to acids and alkalies.

Stoves should be chosen with reference to the fuels of the community. If several fuels are available some of each kind should be represented. Gas is, in most communities the cheapest, cleanest, and most efficient. In some cases electricity is the fuel used. In this case small hot plates and double ovens on the table desks may be used with an electric range. Oil, wood, or coal stoves should be used if used in the community.

Sinks may be either of standard size (1'6" x 2'), smaller ones at intervals in long table desks, or small sinks and copper lined troughs. All large sinks should have double in-

clined drainboards. Materials used for sinks may be porcelain, enamel, germanstone or similar composition, slate, soapstone or iron. All dishwashing sinks should be piped with hot water. The sinks should be of the right height so that the pupils can stand erect when working.

There should be plenty of storage space. Preferably this should be built in closets and cabinets. However, if these are not provided there are many movable commercial type cabinets. Supply shelves should be of plate glass or wood covered with good washable enamel or well-secured oilcloth. Supply tables should be large plain kitchen tables 2' x 3'. Refrigerators may be built in with outside or hallway opening for ice, or they may be of movable type depending on size of classes. One of less than 50 pound capacity is expensive and inefficient.

A variety of materials should be chosen for utensils and apparatus for the purpose of comparison and study. None that is efficient, safe, and properly constructed should be omitted. There are many lists given for individual equipment for pupil's desks. Cooley, Winchell, Spohr, and Marshall in their book, "Teaching Home Economics," give many of these. Some labor-saving devices should be included. High school classes should have some scientific and chemical equipment.

In selecting materials for walls and floors the first consideration should be sanitation and washableness. Metal trim is most desirable but the cost is prohibitive. All wood

trim should have several coats of paint with an enamel paint for the top coat. Tile or cement plaster wainscoting to a height of 5 or 6 feet is desirable.

Cork tiling is the most desirable floor covering. Tile, composition, or cement flooring are next best. Linoleum on the working centers should be used on tile or cement floors. Wood floors are generally used and should be made of a good hard wood. They may be either varnished, rubbed with oil occasionally or with a mixture of oil and wax. A good linoleum carefully laid and well varnished makes an excellent floor covering.

In planning the color scheme for the laboratory the exposure should be considered. A dead white is not satisfactory, but a light buff proves to be a good background and blends with types of commercial equipment.

Sewing Rooms

Clothing and textile work may be taught in a regular classroom. For this reason, this is the first phase of home economics work that is usually introduced into the schools. A make-shift arrangement may be arranged by placing large table tops over the desks and using the regular seats. A sewing machine is essential and room may be easily found for this.

A separate room is, of course, more desirable. Sometimes it is necessary to combine this room with the dining room or serving unit. In this case some sort of an adjustable top should be provided for the table and great care should be taken

to keep all surfaces clean.

A sewing room equipped for twenty pupils would require a space 31' x 23'. In this case as with the kitchens, the size would be governed somewhat by the type of room used.

The three most commonly used types of sewing rooms are: the hollow square, the parallel plan, and the unit plan.

The Hollow Square Plan: In the hollow square plan the tables are arranged to conform to the shape of the room and the pupils are seated around the outside. Machines and other equipment may be placed near the windows or on the inside of the square. This type has the advantage of being easily supervised, but it has many disadvantages. It is not economical of space, is inconvenient for the pupils, is not well-lighted, and is not convenient for blackboard demonstrations.

The Parallel Plan: In this type several small or one or two large tables are placed in rows. The pupils are either placed on both sides of the table or all may face the front of the room. The machines are usually placed in a row under the windows although they may be placed in a row in the center. This type of room is more easily supervised, is economical of space, and convenient for pupils. If the long tables are used the lighting is not always good for all pupils. It allows for easy intercourse among pupils.

The Unit Plan: In the unit plan, four girls are seated together at one table, or at two tables placed together. These units are in rows with the machines located by the windows. In

this type of room all the work is easily supervised and the same tables may be used for cutting. It is a pleasing arrangement for the room. The disadvantages lie in the wrong lighting for half the pupils and, if large tables are used, in the large amount of room used for few pupils.

The type of arrangement of the tables in the sewing room which seems to be generally preferred, is one in which all pupils face in the same direction with the windows of the room to the left of the pupil.

In selecting the tables and chairs for a sewing room, the height of them is a very important consideration. They should be low enough to be comfortable and a foot rest on the table adds greatly to the comfort. The tables vary in size from one large enough for one pupil to one accommodating six pupils. A single table should be 3' x 5' x 2'6" high. A double table should be 6' x 5' x 2'6". Tables with drop leaves 2 feet long hinged to the narrow end are very convenient. A whole row of this type may be easily pushed together to make an excellent cutting table. There are also the pedestal type tables, which have a pedestal consisting of a bank of drawers. This type is very convenient and saves much walking around but is heavy and cumbersome. The tables should be made of semi-hard wood, or sugar pine, maple, birch, etc. Drafting and cutting tables should be 7' x 3' x 2'8" high.

It is wise to have sewing machines of different types to demonstrate the different makes. This is particularly true of

high schools while a double thread machine seems to prove satisfactory for elementary schools. There should be a single and a double thread machine and at least one with an electric motor. For an ordinary sized class, five or six machines are required.

Any light wooden chairs are suitable. Those of bent wood with cane seats are particularly good.

Mirrors are important. There should be a flat wall mirror or a triple full length (4' long) mirror. Besides this small hand mirrors and small triple mirrors should be used.

If possible there should be a separate fitting room. This would contain one or two fitting pedestals, a screen, a triple mirror (wall or movable), or a flat wall mirror, and one or two chairs or benches.

If there is no fitting room there should be a fitting stand at the front end of the room with a movable stand.

There should be cabinets or closets for dresses, hats and flat work. If the closets are built-in they should be at least 12" deep and fitted with rods for clothes hangers. If dress forms are used there should be a closet provided for these. This would need to be 5'6" high and 18" deep.

Some of the smaller equipment which it is wise to have should be: one or two ironing boards, electric irons of varying weights, 2-burner gas plate, generous sized blackboard, pinking machine, burlap demonstration frame, teacher's desk, bookshelf or bookcase, paper roller, folding screen, and lava-

tory with hot and cold running water. If an electric iron is used a metal lined drawer for storing it is an excellent addition. Built-in ironing boards are good if the brace is so arranged that garments may be easily slipped over it.

If the clothing unit is arranged for advanced classes more equipment is necessary for the other subjects. For example, for textiles there should be a laboratory table, provision for running water, one double table (10' x 5') accommodating 12 to 15 students, testing apparatus and cabinets. If drawing and modeling are included, a room with a north light should be used, there should be plentiful light coming over the left shoulder and drawing apparatus is necessary.

The walls of the sewing rooms should be attractively decorated in gray-brown, tan, gray-green, or similar tones. There should be washable glass curtains. The floor should be of hard wood. The room should be made as homelike as possible.

Dining Rooms

Perhaps the next room in importance is the dining room. As has been said before this may be combined with the sewing room or it may be a section of the foods laboratory. If it is a separate room it may also be used for teaching home activities and housewifery, or as a recitation room.

The dining room furnishings should be in keeping with the standards of the community.

A good sized dining room would be from 15' x 18' to 20' x 24'. If the room is also to be used for community interests it may be larger and more equipment added.

The furniture of the dining room should consist of a dining table and from six to twenty chairs, and a serving table or buffet. It may have a china cupboard, tea table, tea wagon or muffin stand. The kind chosen should be governed by tastes and habits of the community as well as by the funds available. In any case, it should be conservative. An open fireplace is always a pleasing addition.

The amount of equipment for serving depends on the general use made of it. If it is used for teaching purposes only a service for six is usually sufficient. "The quality should be of such character as to establish proper standards of taste. A bit less durability coupled with more endurability may well be found educationally efficient."[1] The poverty of a community should not interfere too much in establishing and creating standards. The co-operation of the art department should be sought in selecting the furnishings.

If electricity is available, one or two outlets should be provided so that representative electrical equipment may be used.

The floor of the dining room should be of durable wood with a wax, oil, or varnish finish. There should be a good quality large rug if the room is used only for a dining room. The finish of the walls should be of a homelike style. This may be tinted plaster or plain paper. Colors appropriate are grays, cool browns, blues, and greens, or yellow and warm reddish browns on cool exposures. Hangings and table furnishings should be homelike.

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[1] Donovan, J. J.: School Architecture page 493

Bedrooms

Bedrooms are used less often. Often this work is taught in some other room by introducing a couch or cot and a few necessary furnishings. In this case, it is often necessary to disguise the equipment in some manner.

Bedrooms themselves should correspond to the homes though they should be considerably larger than the usual residence.

The equipment would consist of a double or single bed, a dressing table, crib, tables and chairs and such additional furniture as may be advisable.

The walls should be of a neutral shade. The windows should be easily shaded. There should be a simple comfortable rug on the floor. Plenty of closet space should be provided. A first aid outfit and equipment for teaching child care might be stored here. The equipment for teaching child care would include a large doll, an infant's outfit, a bath tub, brushes, crib, and feeding utensils.

Suites

In order to bring more homelike conditions into the work practice apartments have been added to the home economics departments. These consist of a number or series of rooms resembling an apartment home. There has been no satisfactory solution as yet as to the amount or form these apartments should take. They are used particularly in elementary schools and are valuable for illustrating house care problems. They should include a living room, dining room, bedroom, bath and kitchen.

The danger is that they are apt to take on an institutional character and become a show place. They do not always furnish practical situations and should always be supplemented by home projects.

Another solution would be to have a kind of studio with movable set-ups.to show various types of furnishings. By supplementing this with trips to stores a very practical course in house furnishings might be given as well as supplying equipment for lessons in housewifery.

These suites should be used for all events of the school where hospitality plays a part.

Cottages

A separate house or cottage is ideal for teaching actual home problems. These houses should be models for the community at the same time being within the economic reach of the community. Often these houses possess fully equipped foods and clothing laboratories while the rest of the house is furnished like the rooms of a normal home.

If the classes are not too large the best use can be made of the practice houses by having the girls divided into family size groups and actually living in the house. In this manner actual home conditions develop and much valuable work is given through incidental teaching.

The "teacherage" is another solution for the practice house. Here, also, actual and practical home problems are developed.

Other Rooms

"Other rooms" which complement the home economics suite may be made satisfactorily in rooms from 9'6" x 23' for a laundry to 5'9" x 7' for a fitting room.

Laundering should be taught in the schools if the only equipment consists of fiber tubs, wash-boards, boiler for scalding clothes, irons, and ironing boards. To be ideally taught it should have a separate room with full equipment of all sorts, both domestic and commercial. The room should be large enough to accommodate 4 to 6 batteries of two tubs each and same number of ironing boards and washing machines, also space for a built-in drier, mangle, and stoves. There should also be cupboard space for individual equipment. This would require a room 30' x 26'. A simple but satisfactory equipment could be arranged in a much smaller room. The equipment would include stationary tubs, or trays of porcelain (preferably white or cream-colored), vitrified clay, or soapstone, set in groups of two, having drain and cold and hot water outlets. These should be set at the right height for the pupils using them. There should be samples of different types of washing machines, rotary, suction and corrugated as well as different makes. There should be ball-bearing wringers, hand and machine operated; out-door, or built-in driers; mangles; irons of all kinds, sad irons, charcoal, electric, gas, particularly those heated by most common fuel; ironing boards hinged to the wall or heavy stationary ones, and separate sleeve boards; clothes boilers; wash boards; sprinklers; starch kettles; clothes sticks; iron

rests; iron holders; and clothes baskets. The walls of the laundry should be waterproof and washable. The floor should have a drain and be made of composition cement covered with linoleum or rubber mats. Good lighting and ventilation are indispensable.

A laboratory for teaching housewifery is essential if this subject is given as a separate course. It would require a room approximately 30' x 30'. The equipment required would include tables, a sink with water supply, gas stove, or several gas burners, and storage facilities. There should be opportunity for bringing in a bed, refrigerator, furniture, utensils of all kinds, and exhibits for various lessons. All kinds of plumbing fixtures, lighting equipment, cleaning equipment, labor-saving devices, samples of materials of wood, metal, linen, wallpaper, hangings, curtains, curtain fixtures, etc., should be included in the supplies.

A bath room should include all varieties of baths--sitz, foot, shower, as well as home facilities. Small schools would have a less varied equipment.

"A well-equipped bed, a first-aid outfit, various types of bandages and simple home equipment for the care of the sick are desirable for teaching"[1] home nursing. Other equipment for personal hygiene may be furnished by the girls and taught by means of illustrative material.

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[1] Cooley, Winchell, Spohr, and Marshall: Teaching Home Economics

A community room whose chief use is for a community social room, might be used for studio and a laboratory for housewifery courses. The walls should be finished in an unobtrusive neutral tone. The floor should be finished in hard wood well-waxed. This room should contain exhibit cabinets.

"For vocational training in foods and clothing, such as lunch room work, catering, dressmaking, millinery, etc., the laboratory should represent the commercial work shop, and the school day should lengthen into the work day which the girl will find when she leaves school."[1]

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[1] Ibid.

Chapter IV

SUMMATION OF REPORTS ON QUESTIONNAIRE

To determine what is being used for home economics in Massachusetts a questionnaire was formulated. This questionnaire was sent to two hundred and seventy-two teachers and principals of Massachusetts junior and senior high schools. Thirteen replied that no home economics work was given in their schools. One hundred and two answers which were usable were received. These represented a wide spread throughout the state both as to location of the school and size and type of school.

The following is a copy of the questionnaire:

FACILITIES FOR HOME ECONOMICS IN MASSACHUSETTS JUNIOR AND SENIOR HIGH SCHOOLS

Name of person reporting____________________Position__________

Name of School________________Location_________________________
                                                            Street   City

Will you please fill out the enclosed questionnaire on or before________and return in the enclosed stamped envelope?

In filling out this blank, which has been made as simple as possible, please use check marks (✓) wherever possible.

I. Type of School - Senior High___Junior High___Other____
   A. Number of classrooms in building___
   B. Number of floors in building used as classrooms____
   C. Size of classrooms, length___, width___, height____
   D. Year constructed____

II. Type of Community
   A. Predominating nationality: American____French_____
      German_____Scandinavian_____Italian_____Other_____
   B. Economic status: wealthy____middle class___poor___

III. What are your specific Objectives in Home Economics? General education___future homemaking___trade instruction___part-time or continuation work___adult classes___ Other___

IV, Do your Courses in Home Economics Include: Cooking_____ Sewing___Textiles___Child Care___Home Management_______ Other____?

V. Number of Minutes per Week Allotted to each Type of Course

	Cooking	Sewing	Textiles	Child Care	Home Management	Other
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

VI. Number of Students in each of the Following Types of Classes: Cooking___Sewing___Textiles___Child Care_____ Home Management___Other___

VII. Number of Rooms Used for Home Economics: Kitchens_____ Dining rooms_____Sewing rooms_____Bedrooms_____Other___

VIII. Location of Home Economic Rooms: Basement___First floor____Second floor____Third floor____Fourth floor___ Other____

IX. Appropriation - Amount used for Cooking_____Sewing_____ Textiles_____Child Care_____Home Management_____Other _____Total_____

X. Program of Study. Please enclose a copy of Home Economic Program; Brief Outline of Courses; and such other printed matter which you think would be helpful in this study.

XI. Kitchens

A. Dimensions: length____width____height_____

B. Lighting: number of windows____area of glass____ exposure____artificial lighting: number of fixtures ____

type: electric____(direct___indirect___semi-indirect ____) other____

C. Type of kitchen in use: unit kitchen___modified unit kitchen___hollow-square____schoolroom plan____U-shape ____other____

XI. Kitchens (cont.)
D. Which do you prefer? unit kitchen___ modified unit kitchen___ hollow-square___ schoolroom plan___ U-shape___ other___
E. What are the advantages of the type you prefer?
____
____
F. Equipment
1. Number stoves_____
coal ranges_____ gas ranges_____ electric ranges_____ wood ranges_____ oil stoves_____ gas plates_____ electric plates_____ other_____
2. Number of sinks_____
kind: soapstone_____ enamel_____ porcelain_____
iron_____ slate_____ other_____
3. Number of set tubs_____
kind: soapstone_____ enamel_____ porcelain_____
iron_____ slate_____ other_____
4. Number of faucets: hot_____ cold_____
5. Number of working tables_____
a. Number of pupils per table_____
b. Number of drawers per table_____
c. Number of cabinets per table_____
d. Type of top: wood_____ porcelain_____ enamel_____ slate_____ other_____
6. Refrigeration: approximate size_____
ice_____ electric_____ gas_____ other_____
G. Storage space: type: closets___ cabinets___ other___

XII. Sewing Rooms
A. Dimensions: length_____ width_____ height_____
B. Lighting: number of windows___ area of glass___ exposure___
artificial lighting: number of fixtures_____
type: electric_____ (direct___ indirect___ semi-indirect___)
C. Type of sewing room in use: hollow-square_____
parallel plan_____ unit_____ other_____
D. Which type do you prefer? hollow-square_____
parallel plan_____ unit_____ other_____
E. What are the advantages of the type you prefer?____
____
____
F. Equipment
1. Tables - number of individual tables____ size____
group tables________ size____
cutting tables_______ size____
other_________________ size____
2. Machines - number of foot machines___ electric___
3. Irons - number of sad-irons___ electric___ gas___
gasoline____ other____
4. Fitting rooms - screened portion of room_____
separate rooms_____ number_____

XII. Sewing Rooms (cont.)
5. Mirrors - number____size____
G. Storage space. Individual cabinets____individual drawers____closets____number____

XIII. Dining Rooms
A. Dimensions: length____width____height____
B. Lighting: number of windows____area of glass____
exposure____
artificial lighting: number of fixtures____
type: electric___(direct___indirect___semi-indirect___)
C. Equipment
The following are used: table____chairs____number____side-board____buffet____side-table____
tea wagon____china cabinet____
silverware: number of pieces____number will serve____
rugs: number____size____
curtains: material____type____
D. Frequency of use: daily___frenquently___seldom___
E. How used? Daily demonstration___occasional demonstration___special meals___show purposes___other___

XIV. Bedrooms
A. Dimensions: length____width____height____
B. Lighting: number of windows___area of glass____
exposure____
artificial lighting: number of fixtures____
type: electric___(direct___indirect___semi-indirect___)
C. Equipment
Beds: number____size____
bureau____chiffonier____dresser____
Chairs: number____type____
Rugs: number____material____size____
D. Frequency of use: daily___frequently___seldom___
E. How used? Demonstration work___housekeeping___
show purposes___

XV. Other Rooms
A. Dimensions: length____width____height____
B. Lighting: number of windows___area of glass___
artificial lighting: number of fixtures____
type: electric___(direct___indirect___semi-indirect___)
C. Equipment: describe the furnishings of these rooms and tell how and when they are used.____________

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From Table I the following data was obtained: ?

Of the schools reporting, 44 were junior high schools, 35 were senior high schools, 19 were combined senior and junior high schools, 3 were elementary schools having seventh and eighth grades, and one was a combined junior high school and elementary school.

Twenty-seven of the schools had an enrollment of more than 1000, eleven had an enrollment of from 750 - 1000, twenty-one had from 500 - 750 pupils, twenty-six schools had from 250 - 500 pupils, and fifteen schools had less than 250.

The buildings varied in size from one to five floors used for classrooms. The majority, 46, reported having three floors. Three had one floor and three had five floors. Eighteen had two floors, and seventeen had four floors.

Half of the schools had been built since 1920. Sixteen were built between 1910 - 1920, twelve were built between 1900 - 1910, and eleven were built before 1900. Of these built before 1900, one was built in 1873 and one reported as having been built in 1775 (!).

The greater number reported that the predominating nationality in their schools is American. The others in order of the greatest number are French, Italian, Polish, Jewish, Portuguese, Lithuanian, Irish, Scandinavian, Armenian, Greek, Turkish, Indian, and Dutch.

Eighty-five report that the children generally come from middle class families, twenty-two report children from poor

class families, and three from wealthy class families.

The specific objectives in seventy-five cases are given as general education, in sixty-eight cases as future home-making. Two give trade instruction as the specific objective. One each gives continuation work, adult classes, worthy home membership, present home-making and boys classes as the specific objective.

The number of rooms used for home economics varies from one room to an 18-room house. Twenty schools have one room, thirty-six have two rooms, twelve have three rooms, eight have four rooms, nine have five rooms, five have six rooms, one has six rooms plus a suite, two have seven rooms, two have eight rooms, one has nine rooms, one has ten rooms and one has eighteen rooms.

These rooms are located as follows: fifty-five are in the basement, twenty-nine are on the first floor, seventeen are on the second floor, twenty-four are on the third floor, and eight are on the fourth floor.

TABLE I

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GENERAL INFORMATION

Table I

Town	Type of School	Enrolment of School	Number of Floors	Size of Classrooms	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Acton	Jr.	126	2	30'x20'x12'	1920	American	Middle	General Education	1		1			1st.
Adams	Jr.Sr.	656	1		1924	American French Italian Polish	Middle	General Education Future Home Making Adult Education Continuation School	2		2	1	Classrooms	1st.
Amesbury	Sr.	475	3		1917	American French	Middle	General Education Future Home Making	1		1			B.
Amesbury	Jr.	384	3				Middle	General Education Future Home Making	1					B.
Athol	Sr.	389	4			American	Middle	General Education	1	1	1			B.
Belmont	Jr.	860	3	30'x23'x12'	1926	American	Middle	Future Home Making	1		1			B. 2nd.
Beverly	Sr.	1388	3		1925	American	Middle	Future Home Making	1	1	1		x	3rd.
Braintree	Sr.	579	3	32'x26'x13'	1927	American	Middle	General Education Future Home Making	1	1	1			B.
Brighton	Sr.	1339			1930	American	Middle	General Education Future Home Making			1			
Brockton Paine	Jr.	418	2	32'x27'x14'	1914	Italian	Poor	General Education	1		1			B.
Brockton Howard	Jr.	373	3	29'x27'x9¼8	1913	Polish Lithuanian	Middle	General Education Future Home Making	1				Classroom	B. 1st.
Brockton Huntington	Jr.	825	2					General Education	1		1			B.
Brockton Winthrop	Jr.	280	3	32'x22'x11'	1916	Irish Polish Lithuanian	Middle Poor	General Education	1		1			B. 2nd.
Brookline	Jr.	956				American	Middle Wealthy	General Education Future Home Making Worthy Home Membership						1st. 3rd.
Central Village	Sr.	184	2	40'x25'x15'	1915	American	Middle Poor	Future Home Making	1		1		Classroom	B. 1st.

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GENERAL INFORMATION

Table I

Town	Type of School	Enrollment of School	Number of Floors	Size of Classrooms	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Charlton	Jr.Sr.	511	2	32'x28'x12'	1923	American French	Middle	Present Home Making	1					B.
Chelsea Williams	Jr.	784	3	30'x24'x13'	1908	Jewish	Poor	General Education Future Home Making	2		1			2nd.
Chelsea	Jr.	676	3	26'x32'x12'	1924	Jewish Armenian	Middle Poor	General Education Future Home Making	1		1			B. 3rd.
Cohasset	Jr.Sr.	200	2	30'x29'x12'	1891	American	Middle	General Education	1		1		Lunchroom	2nd.
Dartmouth	Jr.	275	2	30'24'x11'	1923	Portugese	Poor	General Education	1					B.
Dorchester	Sr.	1956	5		1900	Jewish Irish	Middle Poor	General Education Future Home Making	1	1	2		Millinery	B. 1st.
Dover	Sr.Jr.	71	1	30'x22'x		American		General Education	1					B.
Duxbury	Sr.	134	3	35'x21'x12'	1926	American		General Education Future Home Making	1					B.
Everett	Sr.	1428	4	varies	1923	American	Middle	Future Home Making	2	1	2	1	Laundry Bathroom	B.
East Boston	Sr.	1330	3		1926	Italian Irish	Middle Poor	General Education	1	1	2	1		1st
Fairhaven	Sr.	399	3	varies	1906	American	Middle	General Education Future Home Making	1	1	1			B. 3rd.
Fall River	Jr.	1000	4		1926	American French Portugese	Middle Poor	General Education Future Home Making	2	2	2		Home Management & Nursing	4th.
Fitchburg	Jr.	885	4		1924	American French	Middle	General Education	1	1	1			B.
Franklin	Sr.	246	3		1925	Italian	Middle	Future Home Making	1		1			1st
Gloucester	Sr.	1080	4	30'x20'x15'	1883 1921	American	Middle	General Education Future Home Making	1		1			B.
Hatfield	Sr.	89	3	varies	1878	American Polish	Middle	Future Home Making	1	1				B.

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GENERAL INFORMATION

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Town	Type of School	Enrollment of School	Number of Floors	Size of Classroom	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Haverhill	Sr.	1788						General Education Future Home Making	2		3			B. 4th.
Hingham	Sr.	340	4	31'x22'x14'	1927	American	Middle	General Education	1		1			1st.
Holyoke Morgan	Jr.	496	2		1925	Polish Greek	Middle Poor	General Education	1		1			B. 1st.
Holyoke	Jr.	520	3			American French Polish	Poor	Future Home Making	1		1			B.
Indian Orchard	Jr.	500				French Polish	Middle Poor	Future Home Making Worthy Home Membership	1 whole house	1	2	1	2 pantries 1 laboratory 1 porch 2 bathrooms 2 halls 1 attic	
Huntington	Sr.Jr.	310	3	32'x18'x12'		American French	Middle	General Education	1					B.
Ipswich	Jr.	257	3	27'x24'x10'		American	Middle	General Education Future Home Making	1		1			1st.
Lenox	Sr.Jr.	241	3		1909	American	Middle	General Education Future Home Making	1		1			B. 3rd.
Lexington	Jr.Sr.	942	3	24'x37'x20'	1900 1925	American	Middle	General Education Future Home Making	1		1			B. 1st.
Littleton	Jr.Sr.	96	3	22'x22'	1924	American	Middle	General Education					one room	B.
Lowell	Sr,	2035	4		1922	American French		General Education	3	1				B. 3rd.
Lowell	Jr.	465	3	28'x24'x9½'	1882		Poor	General Education Future Home Making	1		1			B. 4th
Ludlow	Sr.Jr.	514	3	30'x25'x9'	1902	American French Polish Portugese	Middle	General Education	1		1			B. 3rd.
Lynn Eastern	Jr.Sr	1555	4	40'x36'x12'	1924	American	Middle	Future Home Making	2	2	2		Conference	3rd.
Lynn Breed	Jr.	1162	3	30'x28'x12'	1909 1918	Polish Jewish	Middle	General Education Future Home Making	2		2			3rd.

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GENERAL INFORMATION

Table I

Town	Type of School	Enrollment of School	Number of Floors	Size of Classrooms	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Malden Beebe	Jr.	232	3	40'x30'x11'	1928	American Italian	Middle	General Education	1	1	1			B.
Malden Brown	Jr.	690	3	30'x24'x14'	1925	Scandinavian Italian American	Poor	General Education Future Home Making	1		1			B.
Malden Center	Jr.	270	3	30'x27'x12'	1775?	American	Middle	General Education	1		1			B. 3rd.
Manchester	Sr.	109	2	varies	1927	American	Wealthy Middle	General Education	1				Classrooms	2nd.
Marblehead	Sr.	336	2	30'x24'x12'	1914	American	Middle	General Education	1		1			B. 1st.
Maynard	Jr.	339	3		1926	Polish Finnish	Middle	General Education Future Home Making	1					B.
Medford	Sr Jr.	1575				American French Italian	Middle	General Education Future Home Making	1	1	1	1	1	1st 4th
Melrose	Jr.Sr.	1727	3	34'x28'x14'	1897	American	Middle	Future Home Making General Education	3	3	2	1		B. 1st
Monson	Jr Sr.	275	3		1924	American	Middle	Future Home Making					1 room	B.
Natick	Sr.	389				American	Middle	General Education Future Home Making	1		1			3rd.
Needham	Sr.	541	3		1930	American	Middle	General Education	1 6units					1st
New Bedford	Jr.		3	35'x25'x15'	1926	Polish	Middle	Trade Instruction	1		2		Home-Management	3rd
Newburyport	Jr.	564			1924		Middle	Future Home Making					1 room	B.
Newtonville	Sr.	2607	4		1909	American	Middle	General Education Future Home Making	2	1	3		4	1,2, 3.
North Adams	Jr.	434			1917	American French Italian	Middle	General Education Future Home Making Continuation	1	1	1	1		B.
Orange	Sr.	257	2		1926	American	Middle	General Education Future Home Making					1 room	2nd.

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GENERAL INFORMATION

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Town	Type of School	Enrollment of School	Number of Floors	Size of Classroom	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Peabody	Sr.	995	3			American Turk	Middle	General Education Future Home Making	1	1	1			2nd. 3rd.
Pittsfield	Jr.	575	3		1915	American	Middle	General Education					1 room for both	B.
Pittsfield	Jr.	297	4			Italian Jewish	Middle	Future Home Making	1		1			B.
Plymouth	Sr.	340	2		1892	American Italian	Middle	General Education Future Home Making	1	1	1			B. 2nd.
Quincy	Sr.	1791	4	32'x26'x12'	1924	American	Middle	General Education Future Home Making	1	1	1			1st.
Quincy	Jr.	1100	4	30'x25'x12'	1927	American	Middle	General Education	1		1			1st.
Quincy Point	Jr.	820	3		1927	American	Middle Poor	General Education Future Home Making	1		1			Gd.
Reading	Jr.	500	3	32'x22'x12'	1927	American	Middle	General Education Future Home Making	1		1		Infirmary	3rd.
Reading	Sr.	431				American	Middle	Future Home Making	2	1	1		living bath	1st. 2nd.
Revere	Jr.	560	3			American Jewish	Middle	General Education Future Home Making	1		1			B. 2nd.
Roxbury	Sr.	2923	4		1925		Middle	General Education Future Home Making	2	2		1	Home Kitchen	Gd.
Salem Saltonstall	Elem.	660	3	35'x25'x15'	1915	French Jewish	Middle	Future Home Making	1	1			living supply	B.
Salem Bowditch	Elem.	660	4	30'x24'x15' 30'x30'x17'	1917 1866	French Polish Italian	Poor	Future Home Making	1	1	1		living supply	B. 3rd.
Saxonville	Jr.	143	2	30'x21'x12'	1923		Middle	General Education	1		1			1st.
Somerville	Sr.	2422	5		Addition 1927	American	Middle	Future Home Making	2	1	2	1	small apartment	B.
Somerville N.E.	Jr.	1514	3	30'x24'x12'	1924	American Italian	Middle Poor	General Education Future Home Making	2	1	2	1	bath living	3rd.
Somerville Southern	Jr.	1230			1873 1918 1924	American French Scandanavian Italian	Middle	General Education Future Home Making	1		4			1st.
Somerville Westenn	Jr	1210	2		1917	American	Middle	General Education	1		1			B.

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GENERAL INFORMATION

Table I

Town	Type of School	Enrollment of School	Number of Floors	Size of Classroom	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Spencer	Sr.Jr.	351				French	Middle	General Education Future Home Making						
Springfield Central	Sr.	1100	3	varies	1897	American	Wealthy Middle	General Education Future Home Making	1		1			3rd.
Springfield Forest Park	Jr.	1368	3	30'x27'x12'	add. 1922	American	Middle	General Education	2	2	2	1	Kitchenette	2nd. 3rd.
Springfield Center	Jr.	317	2			American French Italian	Middle	General Education	1		1			1st.
Springfield Chestnut	Jr.	1650	1	24'x30'x12'	1903 1908 1929	Cosmopolitan	Middle	General Education	2		2		Combination Kitchen Dining Bedroom	2nd.
Springfield Buckingham	Jr.		3	31'x30'x11'	1890 1914 1928	American French Italian	Middle	General Education	2	1	2			3rd.
South Boston	Sr.		3			American Polish Lithuanian	Generally Poor	General Education Future Home Making Trade Instruction	2	1	2			1st. 2nd. 3rd.
Sudbury	Jr.Sr.	97	2		1925	American	Middle	General Education			1		Hall used sometimes	2nd.
Topsfield	Gram.	151				American		Future Home Making			1			1st.
Vineyard Haven	Jr.Sr.	147		33'x23'x15'	1929	Portegese Indians	Poor	Future Home Making	1		1		Lunchroom	B.
Wakefield	Sr.	907	4		1922	American	Middle	Future Home Making	1	1	1	2		B.
Waltham	Sr.	609	4	36'x29'x11'	1902	American	Middle	General Education Future Home Making	1	1	2	1	Living room	4th.
Waltham South	Jr.	506	3			American	Middle	Future Home Making	1		1			B.
Waltham North	Jr.	600	3		1920	American	Middle	General Education	1		1		Nurse	B.

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Town	Type of School	Enrollment of School	Number of Floors	Size of Classroom	Year Constructed	Nationality Predominating	Economic Status	Specific Objectives	Number of Kitchens	Number of Dining Rooms	Number of Sewing Rooms	Number of Bedrooms	Other Rooms	Location of Rooms
Watertown	Jr.	770	3		1922	American Italian	Middle	Future Home Making	1		1			B.
Wayland	Sr.	106				American	Middle	Future Home Making	1					3rd.
Webster	Jr.Sr.	711	5	30'x23'x11'	Junior 1926 Senior 1906	Polish Italian French	Poor	General Education Future Home Making	1	1	2	1	Living	3rd.
West Springfield	Jr.	792							1					1st. 2nd.
Whitinsville	Jr.	423	2		1922	American French Dutch Armenian	Poor	General Education Future Home Making	1		1			B.
Winthrop	Sr.	630	4		1906 add. 1916	American Jewish	Middle	Future Home Making	1		1			B. 4th.
Woburn	Jr. Sr.	1466	3	21'x36'x13'	1930	American	Middle	Future Home Making	2	1	2	1	Household suite	B.
Worcester	Jr.	6709	4	21'x21'x118	1924	Jewish	Middle poor	General Education Future Home Making			3	1	Class or lecture room Bathroom	3rd.

Table II gives data on the kinds of courses taught, amount of time given to them, number of students, and appropriations for the subjects.

The size of the classes in cooking varies from 7 to 30 in number. The greatest number have twenty in a class.

Only twenty-one report definite appropriations for cooking. Four report that their appropriation is taken from lunchroom receipts.

The size of the classes in sewing varies from seven to about thirty in number. The greater number have twenty or twenty-five pupils to a class.

Only nine report any definite appropriation for sewing. This varies from twenty-five dollars to one hundred dollars.

Of all the other subjects given the classes vary in size from 4 to 38. Many of these classes are small, probably because most of the courses are elective. Only one reports a definite appropriation, this is in Melrose where fifteen dollars is divided between child care, home management, marketing, nursing, and dietetics.

The time allotments for various subjects are given below:

I. The amount of time spent for cooking in grade seven varies from 40 minutes to 240 minutes per week. The median is 90 minutes. This is divided as follows:

3- 40 minutes
2- 50 minutes
6- 60 minutes
3- 70 minutes
7- 80 minutes
6- 90 minutes
5- 100 minutes
2- 110 minutes
1- 240 minutes
8- 120 minutes
1- 145 minutes
2- 160 minutes
2- 180 minutes

The amount of time spent for cooking in grade eight varies from 40 minutes to 300 minutes per week. The median is 90 minutes. This is divided as follows:

2- 40 minutes
2- 50 minutes
5- 60 minutes
5- 70 minutes
10- 80 minutes
9- 90 minutes
7- 100 minutes
2- 110 minutes
10- 120 minutes
1- 145 minutes
2- 160 minutes
1- 180 minutes
3- 240 minutes
1- 300 minutes

The amount of time for cooking in grade nine varies from 30 minutes to 250 minutes. The median is 120 minutes. This is divided as follows:

1- 30 minutes
1- 50 minutes
2- 60 minutes
4- 80 minutes
8- 90 minutes
2- 100 minutes
3- 110 minutes
9- 120 minutes
2- 150 minutes
4- 160 minutes
2- 250 minutes
4- 180 minutes
7- 200 minutes
3- 220 minutes
2- 225 minutes
5- 240 minutes

The amount of time for cooking in grade ten varies from 30 minutes to 270 minutes per week. The median is 160 minutes. This is divided as follows:

1- 30 minutes
1- 40 minutes
2- 70 minutes
1- 80 minutes
3- 90 minutes
3- 120 minutes
1- 140 minutes
4- 160 minutes
2- 180 minutes
6- 200 minutes
3- 225 minutes
1- 240 minutes
3- 250 minutes
1- 270 minutes

The amount of time for cooking in grade eleven varies from 30 minutes to 250 minutes per week. The median is 160 minutes. This is divided as follows:

1- 30 minutes
1- 40 minutes
1- 70 minutes
1- 90 minutes
1- 100 minutes
4- 120 minutes
1- 150 minutes
2- 160 minutes
2- 250 minutes
1- 180 minutes
4- 200 minutes
2- 225 minutes
2- 240 minutes

The amount of time for cooking in grade twelve varies from 30 minutes to 250 minutes per week. The median is 120 minutes. This is divided as follows:

1- 30 minutes
1- 40 minutes
1- 70 minutes
1- 80 minutes
2- 90 minutes
1- 110 minutes
5- 120 minutes
1- 145 minutes
1- 160 minutes
3- 200 minutes
2- 220 minutes
1- 250 minutes

II. The amount of time given for sewing in grade seven varies from 40 minutes to 250 minutes per week. The median is 90 minutes. This is divided as follows:

5- 40 minutes
1- 50 minutes
9- 60 minutes
4- 70 minutes
9- 80 minutes
11- 90 minutes
5- 100 minutes
1- 110 minutes
1- 250 minutes
8- 120 minutes
1- 150 minutes
2- 160 minutes
2- 180 minutes

The allotment of time for sewing in the eighth grade varies from 40 minutes to 300 minutes, divided as follows:

7- 40 minutes
2- 50 minutes
6- 60 minutes
4- 70 minutes
7- 90 minutes
3- 100 minutes
2- 110 minutes
8- 120 minutes
4- 80 minutes
1- 140 minutes
1- 150 minutes
2- 250 minutes
1- 300 minutes

The median is 90 minutes.

The allotment of time for sewing in grade nine varies from 30 minutes to 250 minutes per week, divided as follows:

1- 30 minutes
3- 40 minutes
1- 50 minutes
2- 60 minutes
11- 90 minutes
3- 100 minutes
3- 110 minutes
6- 120 minutes
2- 130 minutes
8- 160 minutes
5- 180 minutes
2- 190 minutes
3- 200 minutes
6- 250 minutes

The median is 120 minutes.

The allotment for sewing in grade ten varies from 30 minutes to 250 minutes, divided as follows:

1-	30 minutes	7-	90 minutes	2-	190 minutes
3-	40 minutes	3-	120 minutes	3-	200 minutes
1-	60 minutes	7-	160 minutes	1-	220 minutes
1-	70 minutes	3-	180 minutes	3-	250 minutes

The median is 160 minutes.

The allotment for sewing in grade eleven varies from 30 minutes to 250 minutes per week, divided as follows:

1-	30 minutes	5-	90 minutes	1-	180 minutes
2-	40 minutes	1-	100 minutes	2-	190 minutes
1-	60 minutes	1-	110 minutes	4-	200 minutes
1-	70 minutes	1-	120 minutes	2-	220 minutes
1-	80 minutes	2-	160 minutes	2-	250 minutes

The median is 120 minutes.

The allotment of time for sewing in the twelfth grade varies from 30 minutes to 400 minutes. The median is 120 minutes. This time is divided as follows:

1-	30 minutes	5-	90 minutes	1-	180 minutes
2-	40 minutes	1-	100 minutes	1-	190 minutes
1-	60 minutes	1-	110 minutes	2-	200 minutes
1-	70 minutes	2-	120 minutes	3-	220 minutes
1-	80 minutes	4-	160 minutes	1-	250 minutes
		1-	400 minutes		

III. The time allowed for textiles in grade seven is as follows:

1-	40 minutes	1-	50 minutes	1-	150 minutes
	9-	combined with sewing.			

The time allowed for textiles in grade eight is as follows:

1-	25 minutes	1-	40 minutes	1-	50 minutes
	5-	combined with sewing.			

The time allowed for textiles in grade nine is as follows:

9-	40 minutes	1-	60 minutes	1-	150 minutes
2-	50 minutes	1-	120 minutes	6-	combined with sewing.

The time allowed for textiles in the tenth grade is as follows:

2- 40 minutes 1- 60 minutes 1- 100 minutes
1- 50 minutes 1- 90 minutes 3- 120 minutes
3- combined with sewing.

The time allowed for textiles in grade eleven is as follows:

3- 40 minutes 1- 60 minutes 1- 100 minutes
2- 50 minutes 1- 90 minutes 2- 120 minutes
1- combined with sewing.

The time allowed for textiles in grade twelve is as follows:

3- 40 minutes 1- 60 minutes 2- 120 minutes
1- 50 minutes 2- 100 minutes 1- 240 minutes
1- combined with sewing.

IV. The amount of time allowed for teaching child care in grade seven was one 50-minute period and one combined with nursing.

Grades eight report the following time allotments for teaching child care:

2- 50 minutes 1- 70 minutes
1- 80 minutes 1- 300 minutes

Grades nine have the following reports:

3- 40 minutes 1- 80 minutes 1- 100 minutes
1- 50 minutes 1- 90 minutes 2- 150 minutes
1- combined with nursing.

Grades ten have the following reports:

1- 40 minutes 1- 90 minutes 2- 120 minutes
1- 50 minutes 2- 100 minutes 1- 200 minutes

Grades eleven have the following reports:

1- 50 minutes 1- 90 minutes 1- 120 minutes
1- 80 minutes 1- 100 minutes 1- 250 minutes

Grades twelve give the following reports:

1- 40 minutes 2- 80 minutes 2- 120 minutes
1- 50 minutes 1- 100 minutes 1- 250 minutes

V. The following reports are given for the teaching of home management:

In grade seven:

1- 50 minutes 1- 120 minutes 1- 200 minutes
2- combined with child care or sewing

In grade eight:

1- 50 minutes 1- 70 minutes 1- 90 minutes
1- 60 minutes 1- 80 minutes 1- 120 minutes
1- 150 minutes 2- combined with child care or sewing

In grade nine:

7- 40 minutes 1- 80 minutes 2- 150 minutes
2- 50 minutes 1- 90 minutes 1- 200 minutes
1- 60 minutes 1- 120 minutes 1- 250 minutes
1- 300 minutes 1- combined with child care.

In grade ten:

1- 50 minutes 1- 100 minutes 1- 180 minutes
1- 60 minutes 2- 120 minutes 1- 200 minutes
1- 80 minutes 1- 130 minutes 1- 300 minutes
1- combined with child care.

In grade eleven:

1- 50 minutes 1- 90 minutes 2- 200 minutes
1- 60 minutes 2- 120 minutes 1- 250 minutes
1- 80 minutes 1- 150 minutes 1- 300 minutes
1- combined with child care

In grade twelve:

1- 40 minutes 2- 80 minutes 3- 200 minutes
1- 50 minutes 1- 100 minutes 1- 300 minutes
1- 60 minutes 2- 120 minutes

VI. Of other subjects which are taught the following are given with their time allotments per week.

Home Nursing is given in grade seven one case; grade eight two cases, 150 and 300 minutes; grade nine four cases 40, 115, and 300 minutes per week; grade ten two cases one with 50 minutes per week; grade eleven two cases one with 120 minutes per week; grade twelve one case with 120 minutes per week.

Houseplanning is reported in one case for grade nine with 200 minutes per week.

Laundry is given in one ninth grade for 90 minutes per week, one tenth grade for 60 minutes, one eleventh grade for 60 minutes, and one twelfth grade for 60 minutes.

Design is given in one ninth grade for 80 minutes per week and in two tenth grades for 90 and 120 minutes per week.

Millinery is given in one seventh grade and one eighth grade 120 minutes per week for each, one ninth grade 180 minutes per week, and one twelfth grade 200 minutes per week.

Interior decoration is mentioned as being taught in one ninth, one tenth, and one twelfth grade; and in one eleventh grade for 300 minutes per week.

Marketing is given in two eleventh grades for 100 and 120 minutes per week; in one twelfth grade for 100 minutes.

Nutrition is mentioned once. Guidance is mentioned once.

Household Chemistry and Physics is given in one tenth grade for 210 minutes per week, and in one eleventh grade.

Art is given in one ninth grade for 90 minutes per week.

Hygiene is given in a seventh and an eighth grade for 40 minutes per week.

Selection of Clothing is given in one tenth grade for 100 minutes per week.

Dietetics is given in one twelfth grade for 48 minutes per week.

Costume design is given in one eleventh and one twelfth grade for 50 minutes a week each.

Budgeting is given in one twelfth grade for 200 minutes per week.

TABLE II

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COURSES OF STUDY

Table II

Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Acton 666	20	From cafe.	Grade7 - 90m.	13	From cafe.	Grade8 - 45m.												
Adams	30		Grade 7 - 120m. Grade 8 - " Grade 9 - " Grade10 - " Grade11 - " Grade12 - "	34		Graden7 - 120m. Grade 8 - " Grade 9 - " Grade10 - " Grade11 - " Grade12 - "	20		Grade10 -L20m. Grade11 - " Grade12 - "	12		Grade10 - 120m. Grade11 - " Grade12 - "	20		Grade10 - 120m Grade11 - " Grade12 - "			
Amesbury	10		Grade 9 - 30m. Grade10 - " Grade11 - " Grade12 - "	10		Grade 9 - 30m. Grade10 - " Grade11 - " Grade12 - "	4		Given alternate years			- -----	--		--------	Home Nursing House Planning & Decoration		
Amesbury	25		Grade 7 - 80m, Grade 8 - 80m.	25		Grade 7 - 80m. Grade 8 - 80m.												
Athol	20		Grade10 - 250m. Grade11 - " Grade12 - "	20		Grade10 - 62m. Grade11 - " Grade12 - "	20		Grade10 - 62m. Grade11 - " Grade12 - "				20		Grade10 - 62m. Grade11 - " Grade12 - "	20		Laundry Grade10 - 62 m Grade11 - 62 m Grade12 - 62 m
Belmont	14	$138	Grade 8 - 80m.	25		Grade 7 - 80m.				13		Grade 9 - 90m.	13		Grade 9 - 90m.			
Beverly	30 20 20		Grade 9 - 250m. Grade10 - " Grade11 - "	30		Grade 9 -250m. Grade10 - " Grade11 - "			combined with sewing	12		Grade12 - 250m.	12		combined with child care.			
Braintree	20		Grade 9 - 180m. Grade10 - 120m.	22		Grade11 - 100m. Grade12 - 100m.	31		Grade 11 - 50m.				13		Grade 12 - 50m.			
Brighton				12		Grade 10 -200m			combined with sewing									
Brockton	22		Grade 8 - 80m. Grade 8 - 80m.	20		Grade 7 - 80m. Grade 8 - 80m.												
Brockton	20		Grade 7 - 40m. Grade 8 - 40m.	20		Grade 7 - 40m. Grade 8 - 40m.												
Brockton			Grade 8 - 90m.			Grade 7 - 90m.												
Brockton	25		Grade 7 - n40m. Grade 8 - 40m.	25		Grade 7 - 40m. Grade 8 - 40m.												

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Table II

Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Brookline			Grade 7 - 80m. Grade 8 - " Grade 9 -160m. Grade10 - " Grade11 - " Grade12 - "									2 lessons daily			2 lessons daily			
Central Village	11		Grade 9 - 160m. Grade10 - "	11		Grade 9 -160m. Grade 10 - "	6		Grade 9 - 40m.	5		Grade 10 -40m.	5		Grade 10 -20	11	Design	Grade 9 - 80m Grade 10-120m
Chelsea Williams	25	$300.	Grade 7 - 60m Grade 8 - "	25	$ 50	Grade 7 - 60m Grade 8 - " Grade 9 - "												
Chelsea	20	1125	Grade 7 - 60m Grade 8 - " Grade 9 -120m	20		Grade 7 - 60m Grade 8 - " Grafe 9 -120m												
Cohasset	16	200	Grade 7 - 180m Grade 8 - " Grade10 - "	12		Grade 7 - 90m Grade 9 -180m												
Dartmouth	24	100	Grade 7 - 45m Grade 8 - 60m															
Dorchester			Grade 10-250m	20														
Dover	14		Grade 7 - 160m Grade 8 - "	20		Grade 7-150m Grade 8- "												
Duxbury	7	cafe.	Grade 8 - 300m Grade 9 - 150m	23		Grade 7 - 150m Grade 8 - 300m	23		Grade 7 - 150m Grade 9 - "	7		Grade 8 - 300	8		Grade 8 - 150 Grade 9 - "			
Everett	16		Grade 9 - 220m Grade10 - 270 Grade12 - 220	16		Grade 7 - 60m 8 " 9 " 10 180 12 220	16		Grade 10 - 90m	16		Grade 11 - 90m	16		Grade 11 -90m Grade 12 -120	16	Laundry Millinary	Grade 9 - 90m Grade 12-220m
East Boston	19			19		Grade 9 - 160m Grade10 - " 11 " 12 "	19		Grade 9 - 40m Grade10 - " 11 " 12 "									

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Town	Cooking			Sewing			Textiles			Child Gare			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Fairhaven	10 or 15		Grade 8 - 60m. Grade 9 - 40m. Grade10 - " Gradell- 80m. Gradel2 - " (elec. in 11 &12.)	10 or 15		Grade 7 - 60m. Grade 8 - " Grade 9 - 40m. Grade10 - " Gradell - 80elec Gradel2 - "			combined with sewing	10 or 15		Gradell - 80m. Gradel2 - " (elective)			Gradell - 80m. Gradel2 - " (elective)			
Fall River	15 or 20		Grade 7 - 100m. Grade 8 - " Grade 9 - "	15 or 20		Grade 7 - 100m. Grade 8 - " Grade 9 - "							15 or 20		Grade 7 -200 to 300m.	15 or 20		Home Nursing Grade 8 - 150 to 300m. Grade 9 - 300m.
Fitchburg	25		Grade 9 - 84m.	25		Grade 9 - 168m												
Franklin	25		Grade 9 - 80m. Grade10 - "	19		Grade 9 - 160m. Grade10 - " Gradell - " Gradel2 - "	24		8 of the sewing lessons	24		8 of the sewing lessons	18		Grade 10 - ½yr.			
Gloucester			Grade 9 - 160m Grade10 - "	25		Grade 7 - 40m. Grade 8 - " Grade 9 - 160m. Grade10 - "	20		x						x			Nutrition
Hatfield	13		Grade 9 - 180m. Grade10 - "	13		Grade 9 - 135m. Grade10 - 180m.	9		Grade 9 - 45m.	5		Grade10 - 90m.	5		Grade 10 - 135 m.	5		Home Nursing Grade 9 - 115m. Design Grade 10 - 90m.
Haverhill	16		Grade 9 - 200m. Grade10 - " Gradell - 240m.	25		Grade 9 - 160m. Grade10 - " Gradell - 200m.	30		Gradell - 40m	25		Grade 12 - 120m	20		Grade 11 - 120 m.			Household Chemistry & Physics.
Hingham	19		Grade 9 - 150m Gradell - 150m	15		Grade 10 -300m Grade 12 -250m	10		Grade 12 - 50m	24		Grade 9 -150m	10		Grade 11 - 150			
Holyoke		.06 per	Grade 7 - 50m " 8 " " 9 "			Grade 7 - 50m " 8 " " 9 "						Grade 7 - 50m " 8 " " 9 "						
Holyoke	10		Grade 7 - 100m " 8 " " 9 "	25		Grade 7 - 100m " 8 " " 9 "	30		Grade 7 - 50m " 8 " " 9 "				15		Grade 7 - 50m " 8 " " 9 "			
Huntington	10	$40.	Grade 7 - 80m " 8 " " 9 120m	12		Grade 7 - 80m " 8 " " 9 140m	23 Y		Grade 7 - 80m									
Indian Orchard	25	$500	Grade 7 - 60m. Grade 8 - 120m. " 9 "	25		Grade 7 - 60m. Grade 8 - 120m " 9 "												

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TABLE II
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COURSES OF STUDY

Table II

Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Ipswich	20		Grade 8 - 75m.	20		Grade 9 - 90m. " 10 " " 11 " " 12 "												
Lenox	20		Grade 8 - 80m. " 9 "	30		Grade 7 - 80m. Grade 9 - 160m Grade12 -80m.	21		Grade 9 - 40m.				21		Grade 9 - 40m.			
Lexington	11		Grade 7 - 100m.	20		Grade 7 - 100m. " 10 " " 11 " " 12 "	20		Grade10 - 100m " 11 " " 12 " combined with sewing				18		Grade11 - 250m.			
Littleton	15 or 20		Grade 7) 90m. " 8) ¼yr. Grade 9) " 10) 90m. " 11) ¼yr. " 12)	15 or 20		Grade 7) 90m. " 8) ¼yr. Grade 9) " 10) 90m. " 11) ¼yr. " 12)			combined			combined			combined			
Lowell			x			x			x			x			x			
Lowell	25		Grade 8 - 90m. " 9 - "	25		Grade 7 - 90m. " 8 - 45m. " 9 - 90m.			x				20		Grade 9 - 90m.	38		Art Grade 9 - 90m
Ludlow	22		Grade 7 - 120m.	30		Grade 8 - 120m	20		Grade 9 - 60m.	22		Grade 10 -120m	20		Grade 10 -120m.			
Lynn			Grade 7 - 80m. " 8 - " " 9 - 120m.			Grade 8 - 80m. " 8 " Grade10 - 120m			Grade10 - 120m.						Grade 9 - 45m.			
Lynn	24	$37	Grade 7 - 80m. " 8 - " " 9 - "	24		Grade 7 - 80m. " 8 - "			combined with sewing	15		Grade 9 - 40m.	15		Grade 9 - 40m.	Home Nursing 15		Grade 9 - 40m
Malden	25		Grade 8 - 100m. " 9 - 110m.	25		Grade 7 - 100m " 9 - 110m			combined with sewing						combined with cooking			
Malden	25		Grade 8 - 100m. " 9 - 250m.	25		Grade 7 - 100m " 9 - 250m												
Malden	20		Grade 8 - 90m. " 9 - 200m.	20		Grade 7 - 90m. " 9 - 200			combined with sewing									
Manchester	15		Grade 7 - 90m. " 8 - 105m. " 9 - 225m. " 10 - " " 11 - 2 " 12 - "	20		Grade 12 - 225 m.										Hygiene 30		Grade7 - 40m " 8 - "

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Table II

Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Marblehead			Grade 9 - 90m.			Grade 9 - 90m. " 10 - " " 11 - " " 12 - "												
Maynard	20		Grade 7 - 50m.	20		Grade 8 - 50m.	10		combined with sewing	10		Grade 9 - 100m. " 10 " " 11 " " 12 "	10		Grade 9 - 350m. " 10 - " " 11 - " " 12 - "			
Medford			Grade 7 - 110m " 9~~0~~ - 110m. " 10 - 192m " 11 - 192m " 12 - 96m.			Grade 8 - 110m " 9 - " " 10 - 192m " 11 - " " 12 - "			Grade 9 - 55m. " 11 -96m.			Grade 8 - 55m. " 12 - 48m.			Grade 9 - 55m. " 12 - 192m.			Grade 11 - 48 to 96m.
Melrose	16	$600	Grade 8 - 120m " 9 - 200m	20	$30.	Grade 7 - 80m. " 9 - 160m	20		combined with sewing	14	$15. divided	combined with nursing	12	$15. divided	Grade 10 - 180 m.	14	$15. div.	Marketing Nursing Dietetics Grade 11 - 120m " 12 "
Monson	15		Grade 8 - 160m " 9 "	22		Grade 7 - 160m " 9 - 80m	20		Grade 9 - 80m.	18		Grade 10 - 200 m.	16		Grade 11 - 200m " 12 - "			Grade 10 - 200m " 11 - "
Natick	20		Grade 10 -126m " 11 - " " 12 - "	25		Grade 10 -126m.				14		Grade 10 -105m.	14		Grade10 - 105m	14		Household Science Grade 10 - 210m.
Needham	28		Grade 10 -200m. " 11 " " 12 "	28		Grade 10 -200m. " 11 - " " 12 - "	9		Grade 10 -50m. " 11 "	9		Grade 10 - 50m. " 11 - "	9		Grade 10 -50m. " 11 - "	9 9		Nursing Grade 10 - 50m " 11 - " Costume Design Grade 12 - 50m
New Bedford	16 to 24		Grade 7 - 120 " 9 - 180	16 to 24		Grade 7 - 120m. " 9 - 180m.			combined with sewing				16 to 24		Grade 7 - 120m. " 8 - " " 9 - "	16 to 24		Millinery Grade 7 - 120m " 8 - " 9 - 180m
Newburyport		$300	Grade 7 - 60m. " 8 -120m.		$25.	Grade 7 - 60m. " 9 -120m.												
Newtonville	15		Grade 9 -210m. " 10 - " " 11 - "	20		Grade 9 - 240m. " 10 - " " 11 - " " 12 - "	20		Grade 12 -240m	25		Grade 11 -240m combined with Hygiene & Home Nursing						
North Adams	20	$150.	Grade 7 - 75m. " 8 - "	96	$25.	Grade 7 - 75m. " 8 - "										25		Nursing
Orange	18		Grade 9 - 90m. " 10 - " " 11 -180m.	25		Grade 7 - 75m. " 8 - " " 10 - "												

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Table II

Town	Cooking 6			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Peabody			Grade 9 - 90m. Grade 10 - 135m " 11 - " " 12 - "			Grade 9 - 90m. " 10 - " " 11 - " " 12 - "												
Pittsfield	20		Grade 7 - 100m " 8 - "	25		Grade 9 - 100m.												
Pittsfield			Grade 7 - 90m. " 8 - "			Grade 9 - 90m.												
Plymouth			Grade 9 - 200m " 10 - " " 11 - " " 12 - " (1/3 year)			Grade 9 - 200m " 10 - " " 11 - " " 12 - 400m. (1/3 year)									Grade 9 - 250m			Interior Decoration Grade 11 - 300m Budgets Grade 12 - 200m Home Planning Grade 10 - 200m
Quincy	15		Grade 10 - 225m. " 11 - " " 12 - 125m.	15		Grade 10 - 225m. " 11 - " " 12 - 225m.			Grade 12 - 100m.						Grade 12 - 100m			
Quincy	24		Grade 8 - 115m.															
Quincy	15		Grade 7 - 110m. " 8 - " " 9 - "	25		Grade 7 - 110m. " 8 - " " 9 - "							7		Grade 9 225m.			
Reading	20	$250	Grade 7 - 120m " 8 - " " 9 - "	20		Grade 7 - 120m. " 8 - " " 9 - "												
Reading	25	$200	Grade 10 - 75m. " 11 - " " 12 - "	25		Grade 10 - 75m. " 11 - " " 12 - "												
Revere	12	$60	Grade 7 - 60m. " 8 - " " 9 - "			Grade 7 - 60m. " 8 - " " 9 - "			Grade 9 - 40m. (½yr.)				19		Grade 8 - 60m.			
Roxbury	28		Grade 9 - 225m " 10 - " " 11 - 135m " 12 - "	30		Grade 9 - 180m. " 10 - " " 11 - " " 12 - "	30		Grade 9 - 45m. " 10- " " 11 - " " 12 - "									
Salem	16	$43½	Grade 8 - 60m. (bi-weekly	25	$28.15	Grade 7 - 45-60m.												
Salem	16-20		Grade 8 - 120m.	16-20		Grade 7 - 120m.												
Saxonville	26 30		Grade 7 - 75m. (½ yr.) Grade 8 - 75m. (15 weeks)	13 15		Grade 7 - 75m (½ yr.) Grade 8 - 75m. (15 weeks)						Grade 8 - 75m. (4 weeks)			Grade 8 - 75m. (4 weeks)			

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Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes Per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Somerville			Grade 10 – 40m " 11 – " " 12 – "			Grade 10 – 40m " 11 – " " 12 – "										Nursing First Aid – Interior Decoration Guidance		Grade10 Grade11 Grade12
Somerville	20		Grade 7 – 90m. " 8 – " " 9 – "	24		Grade 7 – 90m. " 8 – " " 9 – "			Grade 9 – 45m.									
Somerville	25		Grade 7 – 90m. Grade 8 – 90m.	26		Grade 7 – 90m. " 8 – "												
Somerville	16		Grade 7 – 80m. " 8 – " " 9 – "	15	needles pins thread	Grade 7 – 90m. " 8 – " " 9 – "	12		Grade 9 – 45m. (½ yr.)				12		Grade 9 – 45m. (½ yr.)			
Spencer			Grade 8 – 75m.			Grade 7 – 40m. " 10 – " " 11 – " " 12 – "												
Springfield	20	$185.	Grade 10 – 200m " 11 – 114m " 12 – "	24	$100.	Grade10 – 200m " 11 – 114m " 12 – "							28		Grade10 – 200m " 11 – " " 12 – "	Selection of Clothing 35 Selection of Food 34		Grade10 – 100m. Grade11 – 100m. " 12 – " (elec.)
Springfield	20	liberal	Grade 7 – 120–240m. " 8 – " " 9 – "	20	liberal	Grade 7 – 120–240m. " 8 – " " 9 – "												
Springfield	23		Grade 7 – 120m " 8 – 240m " 9 – 180	25		Grade 7 – 120m " 8 – 240m " 9 – "												
Springfield	25		Grade 7 – 60–180m. Grade 8 – 120m " 9 – 240m	25		Grade 7 – 60–180m. Grade 8 – 120m. " 9 – 240m.												
Springfield	25		Grade 7 – 120–240m. Grade 8 – 240m. " 9 – "	25		Grade 7 – 120–240m. Grade 8 – 240m. " 9 – "												
South Boston	20		Grade 9 – 200m. " 10 – " " 11 – " " 12 – "	24		Grade 9 – 200m. " 10 – " " 11 – " " 12 – "												
Sudbury				20		Grade 7 – 60m. " 8 – "												
Topsfield					12	Grade 7 – 90m. Grade 8 – " " 9 – " " 10 – "												

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COURSES OF STUDY

Table II

Town	Cooking			Sewing			Textiles			Child Care			Home Management			Other Subjects		
	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year	Number of Students	Appropriation	Minutes per Week per Year
Vineyard Haven	16	from lunch room	Grade 7 - 70m. " 8 - "	26		Grade 7 - 70m. " 8 - "												
Wakefield			Grade 9 - 200m	45		Grade 11 - 200m " 12 - 160m.	24		Grade 12 - 40m.									
Waltham	14	$150.	Grade 10 -142m " 11 -160m " 12 - 80m	16	$45.	Grade 10 -142m " 11 -160m " 12 -160m	16		combined with sewing	24		Grade 12 - 80m. (1/3 yr.)	24		Grade 12 - 80m. (2/3 yr.)			
Waltham	20	$100.	Grade 8 - 90m. " 9 - "	20		Grade 7 - 90m. " 9 - "						Grade 9 - 45m.	20		Grade 9 - 45m.			
Waltham	20		Grade 8 - 90m. " 9 - "	20		Grade 7 - 90m.	20		combined with sewing	20		Grade 9 - 45m.	20		Grade 9 - 45m.			
Watertown	15	$50.	Grade 7 - 120m " 8 - " " 9 - " (all elective)	25		Grade 7 - 120m. " 8 - " " 9 - " (Gr.8&9 elec.)												
Wayland	9		Grade 9 - 160m " 10 - "	7		Grade 9 - 160m. " 10 - "												
Webster	15		Grade 7 - 145m " 8 - " " 9 - 245m " 12 - 146m	25		Grade 8 - 146m " 11 - 242m	2		Grade 11 - 48m.	25		Grade 12 - 48m.	7		Grade 9 - 45m. " 12 - 48m.			Dietitics Grade 12-48m.
West Springfield			Grade 8 - 90m.			Grade 7 - 90m. " 9 - 135m.												
Whitinsville	25	from lunch room	Grade 7 - 90-100m. " 8 - " " 9 - 180-200m.	30		Grade 7 - 90-100m. " 8 - " " 9 - 180-200m.			combined with sewing									
Winthrop			Grade 10 - 75m.															Home Nursing Grade 11-120m.
Woburn	15		Grade 8 - 120m.	18		Grade 7 - 120m	16		Grade 10 - 120m " 11 - " " 12 - "				25		Grade 9 - 60m.			
Worcester				24		Grade 7 - 180m " 8 - 90m " 9 - 180m	18		Grade 7 - 45m. " 8 - 25m. " 9 - 45m.	25		Grade 8 - 84m. " 9 - " (½yr. for both) Grade 9 - 164m (elective)	25		Grade 8 - 84m. " 9 - " (½yr. for both) Grade 9 - 164m. (elective)			

Table III gives data regarding kitchens used in the various schools.

The kitchens vary in amount of space used from 196 square feet or approximately 1/3 a classroom unit to 4,216 square feet or 6 1/3 classroom units. The largest number of kitchens used in one building is three. Eleven kitchens have space of less than one classroom unit. Thirteen use space just the size of one classroom unit. Every school reporting has at least one kitchen or provision for foods work of some sort.

Where the area of the glass is given, only seventeen cases come up to the standard of one-fifth the floor area. In twenty-four cases the amount of glass area was less than one-fifth.

Forty schools report having direct lighting, twenty-three report indirect lighting, and seven report semi-indirect lighting.

The most commonly used type of kitchens is the hollow-square, with twenty-nine reporting as having this type. The unit kitchen is a close second with twenty. The school-room plan with 19, the modified unit kitchen with twelve, and the U-shape kitchen with eight came next in order. Eleven report that they use other types. Of these three are the parallel plan.

More than half, 52, report preferring the unit kitchen. The chief reason given for this is that it is "more homelike", 25 giving this reason. The other reasons given are "more in-

dividual responsibility" and "better working conditions," each seven; "economy of space" and "easy to supervise," each four; and one, "more practical and efficient."

The next most preferred type is the modified unit kitchen, with nine giving this as their preference. Three give their reason for this preference that it is "more homelike;" one gives "economy of space," one "easier to supervise," and one "more practical."

The next type is hollow-square with six giving this as their preference. Three give as their reason for their preference, "easier to supervise," one gives "economy of space," and one gives "easy to demonstrate."

The school-room plan is preferred by five but only two give their reason for their preference. These two reasons are "easier to supervise" and "better working conditions."

One prefers a U-shape kitchen. One prefers a parallel plan and gives two reasons, "economy of space" and "easier to supervise."

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TABLE III

KITCHENS

TABLE III

Town	Dimensions	Windows			Lighting			Type used						Type preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	School-room	U-Shape	Other	Unit	Modified Unit	Hollow Square	School-room	U-Shape	Other	Reasons
Acton	32'x22'x10'	2		S.E.	4	Direct							x	x						More home like
Adams	30'x23'x12'	12		N.W.		Indirect					x						x			Better working conditions.
Amesbury	23'x28'x12'	3	93¾sq.ft.	S.W.	8	6 Direct 2 Semi-direct				x				x						More home like
Amesbury		3	140 sq.ft.	S.W.	5	Direct				x				x						
Athol		8			9	Direct				x				x						More home like
Belmont	38'x24'x10'	6		W.	6	Indirect			x						x					More home like
Beverly	36'x22'x12'	4	25½sq.ft.		8	Semi-indirect		x						x						Economy of space
Braintree	32'x26'x13'	6	166sq.ft.	N.W.	4	Direct				x				x						More home like
Brighton																				
Brockton	29'x24'x9'	4	144sq.ft.	N.	4	x				x				x						More home like Better working conditions
Brockton	29'x21'x10'	7		N.E.	4	x					x									
Brockton	40'x25'x8	8		S.W.	6	Semi-indirect						x		x						More home like Easier to supervise
Brockton	32'x22'x11'	6	60sq.ft.	E.	6	Direct					x						x			
Brookline	48'x24'							x					x	x						
Central Village Holebrook	15'x18'x14'	3	18sq.ft.	S.	1	Indirect	Irregular	x												More individual responsibility Better working conditions
Charlton Center	17'x15'x11'	1½		S.	1	Indirect							Town Hall							

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KITCHENS

TABLE III 66n.

Town	Dimensions	Windows			Lighting			Type used						Type preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	
Chelsea	30'x35'x12'			S.E.	5	Indirect				x						x				Easy to supervise
Chelsea	26'x22'x12'	3	120sq. ft.	E.	4	Semi-indirect				x				x						Better working conditions. More individual responsibility
Cohasset	30'x22'x12'	7	200sq.ft.	S.W.	3	Indirect							x							
Dartmouth	33'X23'x10'	6			4	x					x									
Dorchester																				
Dover																				
Duxbury	35'x20'x12'	4	45sq.ft.	S.	4	Direct			X					X						
Everett	34'x22'x12'	6		S.E.		Indirect						X			X					
E.Boston																				
Fairhaven	35'x25'x12'	7	76sq.ft.	11 S.W.	11 6	double light single light Direct				x				x		x				Hollow Square satisfactory. Unit more homelike
Fall River	36'x31'x12'	7	320sq.ft.	N.E.	12	Indirect			x					x						More individual responsibility. More homelike.
Fitchburg		4			4	Direct							x	x						
Franklin		4		S.	4	Semi-indirect						X		X						
Gloucester	30'x24'x12'	9	17sq.ft.	W.	9	Indirect				X				X						More individualresponsibility.
Hatfield	28'x12'x12'	3	64sq. ft.	N.W.	4	Direct					X			X						Better working conditions.
Haverhill																				
Hingham	30'x22'x14'	6			4	X		X							X					
Holyoke		6		N.	6	Direct				X				X						

TABLE III
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TABLE III con.

Town	Dimensions	Windows			Lighting			Type used						Type Preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	
Holyoke		5		W.	12	x				x				x						More homelike
Hunting-ton		5	62½sq.ft.	S.E.	5	Direct								x						More individual responsibility
Indian Orchard											x									
Ipswich		6		S.	4	Direct							Parallel	x						Better Working conditions. Economy of space
Lenox	28'x24'x10'	8			4	x				x										
Lexington	24'x37'x20'	4	90sq.ft.	S.W.	5	Indirect				x				x						More homelike. More practical and efficient
Littleton	35'x40'x12'	5	270sq.ft.	N.	4	Indirect						x				x				
Lowell																				
Lowell	28'x24'x9'	5	45sq.ft.	N.W.	7		gas				x					x				Economy of space.
Ludlow	30'x20'x9'	5		S.E.	4	Indirect			x					x						More homelike.
Lynn	62'x34'x12'	8			14	Direct			x						x					
Lynn		6	53½sq.ft.	N.W.	7	Direct			x	x						x				Easy to supervise
Malden	36'x25'x11'	4	90sq.ft.	E.	5	Indirect		x						x						
Malden	35'x10'x12'	5	120sq.ft.	S.	7	Indirect		X						x						
Malden		6	36sq.ft.		5	Indirect				x										
Manchester				E.						x				x			x			Unit - more homelike Schoolroom - easy to supervise
Marble-head	24'x24'x14'	3	50sq.ft.	E.	4	Direct		x												
Maynard		6				Direct		x			x						x			

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TABLE III
(continued)

KITCHENS

TABLE III con.

Town	Dimensions	Windows			Lighting			Type used						Type preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	
Medford						x		x	x											Best type depends on grade.
Melrose		6		N.E.	10	4 Direct 6 Indirect				x				x						
Monson	30'x20'	8	192sq.ft.	N.E.		Direct			x					x						More homelike.
Natick		7		S.W.	6					x				x						
Needham		5		S.W.	6	Direct		x						x						More homelike.
New Bedford	45'x 25'x 15'	8	185sq.ft.	N. 8	8	Semi-indirect			x						x					
Newburyport		6		S.&N.	5						x									
Newtonville					6	Direct		x						x						
North Adams	3o'x24x27'	10	180sq.ft.	N.E.		Direct		x						x						More homelike. Hollow square better for large classes.
Orange	25'x12'x13'			N.	6	Direct				x				x						
Peabody	49'x24'x12'	9		W.	6	Direct		x						x						
Pittsfield		6		S.W.	4	Direct														
Pittsfield	24'x21'x7'	4			4	Direct			x					x						Economy of space.
Plymouth	40'x20'x9'											x		x						More homelike.
Quincy	30'x22'x15'	8	312sq.ft.	W.	6	Direct						x		x						More homelike.
Quincy	42'x30'x11'	8	2264sq.ft.	E.	7	Indirect							parallel						parallel	Economy of space. Easy to supervise?
Quincy	40'x25'x10'	6		W.	6	Direct														
Reading	45'x248x12'	4	160sq.ft.	W.	8	Indirect			x						x					More homelike. Easy to supervise.

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TABLE III
(continued)

KITCHENS

TABLE III con.

Town	Dimensions	Windows			Lighting			Type used						Type preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	
Reading	14'x14'x14'	2	14sq.ft.			Direct				x				x						More individual responsibility.
Revere	50'x25'x20'	6	156sq.ft.	E.	6	Indirect			x					x						More homelike.
Roxbury		6	162sq.ft.	N.	9	x		x						x						Easy to supervise. Requires less equipment.
Salem	40'x32'x12'	10	150sq.ft.	E.	6	Direct						x			x					Economy of space. More homelike.
Salem	40'x25'x12'	5	80sq.ft.	E.	9	Direct				x				x						More homelike.
Somerville	26'x21'x12'	4	102sq.ft.	W.	4	Indirect				x				x						More homelike. Better working conditions.
Somerville														x						More homelike.
Somerville	45'x18'x12'	5	15sq.ft.	N.&S.	8	Indirect					x				x					More practical.
Somerville	38'x31'x12'	5	133sq.ft.	W.	4	x					x									
Somerville	14ft. high	4		S.	5	Direct							x							
Spencer-Auburn	regular classrooms used.																			
Springfield	36'x30'x11'	5	96sq.ft.	N.	4	Direct				x				x						More homelike.
Spring-field	30'x25'x12	5	160sq.ft.	W.	4	Semi-indirect				x				x						Better working conditions
Spring-field		7		S.E.	4	x				x				x						
Spring-field	36'x24'x12'	6	1934sq.ft.	N.	4	Indirect		x						x						More homelike Better working conditions.
Spring-field	11ft.high	8			8	Indirect		x		x				x						Easy to supervise.
South Boston	30'x36'x 13'x10'	6 1	216sq.ft. 36sq.ft.	S.W. N.W.	1 6	Indirect Indirect		x					parallel	x x						Easy to supervise.
Sudbury																				

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TABLE III
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TABLE III con.

Town	Dimensions	Windows			Lighting			Type used						Type preferred						Reasons
		Number	Area	Exposure	Number	Type of electric	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	Unit	Modified Unit	Hollow Square	Schoolroom	U-Shape	Other	
Tppsfield																				
Vineyard Haven	33'x23'x16'	8	128sq.ft.	S.	6	Indirect					x			x						More homelike. More individual responsibility.
Wakefield								x												
Waltham	31'x29'x12'	3	30sq.ft.	W.	11	Direct				x										
Waltham		4			6	x		x						x						
Waltham	32'x22'	9		S.W.	6	Indirect				x						x				Easy to supervise. Easy to demonstrate.
Watertown	36'x35'x12'	7	107sq.ft.	S.	7	x						x						x		
Wayland		10		W.	2	Direct					x									
Webster	38'x23'x11'	5	168½sq.ft.	S.	6	Direct					x						x			
West Springfield		13																		
Whitinsville	32'x22'x8½'	8		E.	8	Direct							x		x					
Winthrop		10	132sq.ft.	N.W.	5	Direct							use lunchroom	x						
Woburn	21'x36'x13'	5	180sq.ft.		8	x		x		x				x						More homelike. More individual responsibility.
Worcester																				

Table IV gives data regarding the equipment of the kitchens.

Gas is the most commonly used as fuel both for ranges and individual plates. One town, Lenox, reports having coal, gas, electric, and oil stoves as well as gas plates. Duxbury, Franklin, Hatfield and Waltham use electric plates instead of gas.

The number of sinks in use vary from one to nine per kitchen. Thirty-five schools have only one sink to a kitchen. Thirty-one schools have soapstone sinks, fifty-eight have either porcelain or enamel, nine have slate sinks and two have iron sinks.

Twenty-six schools report having set tubs and one reports having an electric washer. The most of them were soapstone tubs, although one reported having tin and one slate tubs.

All but three towns report at least the same number of hot and cold water faucets as sinks or tubs. These three report only cold water faucets. In one or two cases there were more than two faucets per sink.

The number of tables to a kitchen varies in general from two to twenty-four. The number of pupils per table varies from one to eight, although Franklin reports twelve to a table. The number of drawers per table runs from one to eight, with Franklin again having twelve. The number of cabinets per table varies from one to six per table, the majority having two per table. In forty-one cases the tops of the tables are of wood

and twenty-six have composition tops. Ten report either porcelain or enamel tops, one reported slate, and two have tile tops for their tables.

Seventy-six report some sort of refrigeration. Of these thirty-seven have electric refrigerators.

Closets predominate over cabinets for storage and very few report no storage space.

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TABLE IV

KITCHEN EQUIPMENT

TABLE IV

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	Cabinets	Other
Acton		2							4	x	x					1		x				4	4	4	4	8	2		x							x		
Adams		2				43			9			1		x		4				x		15	15	10	4	4	1		x					x			1	
Amesbury		3				21			3		2			1		2	x					4	4	6	2	4	2	x			x			x		x	x	
Amesbury		2				21			3							2						5	5		1	2	1	x						x		x	x	
Athol		11							1	x						electric washer						2	2	12	2	4	2					zinc		x		3	1	
Belmont		6							4	x												4	4	5	4	4	4	x					large		GE	x	x	
Beverly		5							2	x												2	2	5	4	4	2	x						x		x		
Braintree		3				24			3		x											3	3	6	4	8	2					comp.		x		x		
Brighton																																						
Brockton		10							1					x								1	1	11	2	4	2		x				6x4	x		x	x	
Brockton		8							2		x											2	2	11	2	2	2			x							x	
Brockton		8							2		x											2	2	11	2	4	3			x				x		x		
Brockton		10							2			x										2	2	10	2	4	1					comp.	large	x		x	x	
Brookline	x	x	x									x										x	x	vary									6cu.ft.		x			
Central Village					x				1	x												1	1	shelves on side of room				x								x		
Charlton Center				x					1		x												1	2	8	4		x									x	

TABLE IV
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KITCHEN EQUIPMENT

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	Cabinets	Other
Chelsea			1			24			1		x											1	1	24	1	1		x					4x6	2	x	x	x	
Chelsea		x				24		2 oven	1		x											1	1	12	2	4	1					sand-stone						few shelves
Cohasset			x			8			1			x										1	1	8	2	1	1	x					40cu.ft.		x	x		
Dartmouth		1				8			1		x											1	1	4	4	4	1							x		x	x	
Dorchester																																						
Dover	1								1		x											1	2	4								comp.		x		x	x	
Duxbury					1		6		1													1	1	4	4	4	2	x								3	1	
Everett		2				24			2			x				2	x					2	2	24	1	2						zinc		1	1		1	
E.Boston																																						
Fairhaven		1				18			3			x										3	3	18	1	2	1					glass	large	x		x	x	
Fall River		10							14	x						10	x					28	28	14	4	2	4					comp.			x	x	x	
Fitchburg		2							4	2	2											2	4	4	6	4		x						x		x	x	
Franklin			2				3		2			x										1	1	2	12	12	6					zinc	large		x			cup board
Gloucester						17		6 sect. oven	1	x												1	1	10	2	4	1					comp.	2x2x4	x			x	shelves
Hatfield	1		1		2		6		1			x				2			x			3	3	4	4		4	x					window box			x	x	
Haverhill		12	1							2												2	2	12	4	4		x				40cu.ft.		x		x	x	
Higgham		3				32			3		x											3	3	8	2	2	1	x					large		x			
Holyoke		1				10			1			x				1			x			loomb.		10	2	4	1					soap-stone			x	3	2	

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TABLE IV
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KITCHEN EQUIPMENT

Table IV con.

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage S		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	C Cabinets	Other
Holyoke		11							1			x										1	1	10	2	4								x		x		
Huntington	2					x			1													1	1	3	4	4		x						x			x	
Indian Orchard		2				10			4		x											4	4	10	2	4	2					comp.	small	x		7	2	
Ipswich	1	1				8			1	x												1	1	2	8	8		x								2	1	
Lenox	1	1	1		1	x			4				x			1	x					5	5	12	2	2		x								1		
Lexington		3				12			1			x										1	1	6	4	4	2					comp.				x	x	
Littleton		1			1	4			1	x												1	1	5	4			x								1		
Lowell		3		3		96			6		x											6	6															
Lowell		2				24			1	x						2					tin	2	2	3	8	1	4	[illegible]					4x3x2	x			1	
Ludlow		1				2			2		x											1	1	2	4	4	4	x								1	1	store room
Lynn		12							4	x						2	x					3	3	12	4	4	2					mag. comp.			2	1	1	
Lynn		4							2						x							2	2	12	4	4	1					monal metal	16cu.ft.		x	1		
Malden		7							3		x											3	3	6	4	8	2					linoleum	med.		x	28	6	
Malden		7							6	3	3					3	x					3	3	6	4	8	2	x								1		
Malden		4				24			1		x											2	2	1	7	2										8	2	
Manchester		1	1			2		2 gas oven	1	x												1	1	4	4	1		x					large		GE	3	x	drawers
Marblehead		6							1	x												2	2	4	4	6						x			x		2	
Maynard		2				1			1		x												1	6	4	2		x								1		

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TABLE IV
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KITCHEN EQUIPMENT

TABLE IV con.

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	Cabinets	Other
Medford																								24 set-ups										1	1			
Melrose						18			9		x			x								9	9	4	8	8	2	x								x	x	
Monsen		2				20			2					x		1			x			2	2	5	4	3		x							x		1	
Natick	1	1							1			1										1	1	11	2	4	1	x					5cu.ft.x					
Needham			6						6			x										6	6	6	2		1					monal metal			GE		x	
New Bedford		1				48			4		x											4	4	6	4	4	2					comp.	3x5x2		K	4	3	
Newburyport		4				12	1		1		x											1	1	12		6	2					comp.		x		x		
Newtonville		5					x		2			x				3					comp.	1	1	3	4	4		x							x	x	x	x
North Adams		3				12			3					x								3	3	4	4	3	4	x						x		x	x	
Orange			1			18			2		x											2	2	16	2	4	1	x					med.		x		x	
Peabody		6							6		x												6	11	2	4	1					comp.		x				
Pittsfield		3							1			x										1	1	4	4	4		x										
Pittsfield		2							1		x											1	1	4	4	2		x									2	
Plymouth		1				20			1					x								1	1	10	4	2	2					comp.			x	1	2	
Quincy	1					42		6 gas oven	4			x										4	4	111	2	4	2					comp.	cafe.		x	1	2	
Quincy		1				40		4 gas oven	6			x				2			x			8	8	10	2	4	2					comp.			x	2	2	
Quincy		3				20			6		1	5										6	6	10	2	4	2					comp.			x		8	lockers
Reading		8							8						x							8	8	8	2 4	4 8		x							x	x	x	

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TABLE IV
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KITCHEN EQUIPMENT

TABLE IV con.

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	Cabinets	Other
Reading	1	3	1						1			x				1			x			1	1	2	6			x					3½x3 x1½		x	1	1	drawers
Revere		4				32			3			x										3	3	16	2	4	1	x					4x5x 2½		x	1	2	
Roxbury		8							6	x						2	x					8	8	8	4	4	1					zinc	100 lb cap.		x		x	
Salem		1				24			1	x												2	2	24	1		1	x					60 lb	x	~~x~~	3		supply room
Salem		1				26		1 oven	2	x	x					1	xx					3	3	13	2	4	2					comp.	60 lb	x		1		supply room
Somerville		4							2	x												2	2	8	2	4	2							x			x	pantry
Somerville		6	1						2	1		1										2	2	12	2	2	1					monal metal			x		x	x
Somerville		2			8				4	2	1		1									3	3	22	2	3	1		14			8 mag. comp.	small		x	4	1	
Somerville		3							3	x												1	1	4				x					3½x3x 1½	x		1	1	
Somerville		4							1	x												1	1	2	8	3		x						x		1	2	pantry
Spencer - Auburn																																						
Springfield						20		2 gas oven	3			x										4	4	20	1	2	1					brick tile	36x 15x 54	x			3	
Springfield		2				24			2			x		x		2				x		2	2	24	1	2						tile	small		x		2	
Springfield		1				24			2			x										2	2	12	2	4						comp.			x			
Springfield		6							6													6	6	6	4 or 5	1	1		x						x			pantry
Springfield		10				23			9			x				1			x			9	9	4					x				150 lbs		x	1		
South Boston		6							2	x						2	x					4	4	7	4	4	1					comp.	100lb.	x				
Sudbury																																						

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TABLE IV
(continued)

KITCHEN EQUIPMENT

TABLE IV con.

Town	Stoves								Sinks							Set Tubs						Faucets		Working Tables - Tops									Refrigeration			Storage		
	Coal range	Gas range	Electric range	Wood range	Oil stoves	Gas plates	Electric plates	Other	Number	Soapstone	Enamel	Porcelain	Iron	Slate	Other	Number	Soapstone	Enamel	Porcelain	Slate	Other	Hot	Cold	Number	Pupils per Table	Drawers per Table	Cabinets per Table	Wood	Porcelain	Enamel	Slate	Other	Size	Ice	Electric	Closets	Cabinets	Other
Topsfield																																						
Vineyard Haven			1			8			4			x				1			x			double	4	4	8	2	x						family size		x		3	2 desks
Wakefield		6					1		6	x												6	6	12	2	2	2	x						x		x		
Waltham	1	2				14			2	x						2	x					4	4	long benches						x				x		x		
Waltham		5				20			5	x												6	6	5	4	8	2		x				med.	x				
Waltham		4					20		1	x												1	1	10	2	2	2	x						x		x	x	
Watertown		3							1	x						2	x					3	3		2	4	1					comp.		x				
Wayland			2						1		x												1	10	1			x								x		
Webster		6							4		x					2	x					6	6	6	4	8	2	x					4x5x2		x	2		
West Springfield		6							2			x												5	4	8	2					comp.			x	x		
Whitinsville		1	1		1	x			5	x												5	5	10	2	3						stone comp. over wood	family	x		x		
Winthrop																																		x				
Woburn		3				48			7	x						2	x					15	15	12	4	4	4	x						x		x	x	
Worcester																																						

Table V gives the report on sewing rooms and part of their equipment.

The sewing rooms vary in amount of space used from 126 square feet or approximately one-fifth a classroom unit to 4,216 square feet or approximately 6 1/3 classroom units. The largest number of sewing rooms used in one building is three. Nineteen use space less than the size of a classroom. Eleven use space just the size of a classroom. In nineteen cases the sewing room is combined with some other room, either kitchen, dining room, or classroom. Six cases report no sewing room at all.

Where the area of the glass is given only twenty cases come up to the standard of one-fifth the floor area. Twenty-three cases have less than standard.

Thirty-four schools report direct lighting. Twenty-five schools have indirect lighting, ten have semi-indirect lighting and one has diffused lighting.

The type of sewing room most commonly used is the parallel plan, with forty-eight having this type. The hollow-square and the unit plan are each used in eleven cases. In ten cases the kitchens are used and in six cases a classroom.

The type generally preferred is the parallel plan, with thirty advocating this. Eight give "easy to supervise" as their reason for their preference, five give "economy of space," four give "better working conditions," two each give "easy to demonstrate" and "best lighting," one each give "more individual

responsibility" and "less expensive." The type next in preference is the unit plan. Five give "better working conditions" as reason for their preference, four each give "more individual responsibility" and "economy of space," and one each give "best lighting," "more homelike," and "easy to supervise." The hollow-square plan is last in preference with eleven advocates. Seven give "easy to supervise" as the reason for their preference and one each give "easy to demonstrate" and "economy of space" as their reason.

Seventeen report that they use individual tables, sixty-one use group tables. In fifty-six cases they have cutting tables.

TABLE V

Town
Acton
Adams
Amesbury
Amesbury
Athol
Belmor
Beverly
Brai tree
Brigh
Brockton
Brockton
Brockton
Brockton
Brookline
Centr Villa
Charl ton Villag
Chelsea
Chelsea

SEWING ROOMS

TABLE V

Town	Dimensions	Windows			Lighting		Type used				Type preferred				Reasons	Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of electric	Hollow Square	Parallel Plan	Unit	Other	Hollow Square	Parallel Plan	Unit	Other		Number	Size	Number	Size	Number	Size	Number	Size
Acton	30'x20'x10'	6		S.W.		Direct		x			x				Easy to supervise . Easy to demonstrate.	3	7'x3'			3		1	8x3½
Adams	35'x23'	10		S.E.	13	Indirect		x				x			Economy of space . Better working conditions.	13	4'x3'			2	8'x4		
Ames-bury	35'x25'x14'			N.W.		Direct	x						x		Better working conditions.			6	6x3	1	8x3		
Ames-bury	34'x28'	8	303sq.ft.	N.W.	6	Direct		x										6	6x3	1	9x3		
Athol	Same as for cooking																Cooking tables						
Belmont		5			6	Indirect										8	5x10½						
Bever-ly	26'x25'x12'	3	18½sq.ft.	N.	6	Diffused		x				x			Economy of space			6	8x3	1	3x3	chair tables	
Brain-tree	32'x26'x13'	4		W.	4	electric		x				x						3	6x3	1	7x3		
Brighton		5		S.W.	6	Direct		x				x			Easy to supervise			8	4x2	1	5x3	1	
Brock-ton	21'x9'x9½'	4		E.	6	electric		x				x			Economy of space Less expensive			5	8x2	1	9x2		
Brock-ton	29'x27'x9	7	141sq.ft.	N.E.	6	electric				class-room										1	in hall		
Brock-ton		4			3			x			x				Easy to supervise			4	7x4	1	14ft.		
Brock-ton	30x16'x10'	3	54sq.ft.	S.	3	Indirect				School desks						school desks							
Brook-line	none																						
Central Village	25'x18'x15'	4	24sq.ft.	N.						table in center								3					
Charl-ton Village	9'x14'x10'	1½		S.	1	Indirect												2	8x2				
Chel-sea	25'x25'x12'	3	118sq.ft.	E.	4	Indirect		x				x			Better working conditions Easy to supervise	25	2x2			1	2x4	2	
Chel-sea	30'x30'x12'	5	200sq.ft.	S.E.	6	Semi-indirect		x				x			Seems satisfactory	30	2x3				top of cabinets		

TABLE V
(continued)

Town
Cohasset
Dartmouth
66 Dorchester
D Dover
Duxbury
Everett
East Boston
Fairhaven
Fall River
Fitchburg
Franklin
Gloucester
Hatfield
Haverhill
Hingham
Holyoke
Holyoke
Huntington

Town	Dimensions	Windows			Lighting		Type used				Type preferred					Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of Electric	Hollow square	Parallel plan	Unit	Other	Hollow square	Parallel plan	Unit	Other	Reasons	Number	Size	Number	Size	Number	Size	Number	SIZE
Cohasset	24'x27'x12'	3	100sq.ft.		3			x										11					
Dartmouth	34'x23'x10'	6			4					School-room same as kitchen													
Dorchester	very large-part of kit.	5			14	x	x											10	3x6				
Dover		8			4	Semi-indirect				Same room as kitchen.													
Duxbury	35'x21'x12'	3	45sq.ft.	S.	4	Indirect			x	Same room as kitchen													
Everett	22'x17'x12' 34'x22'x12'	4 5	140sq.ft. 175sq.ft.	N.W.	2 6	Indirect		x					x					4 5	vary				
East Boston		4		S.	6				x				x		More individual responsibility			5	4x4	1	6x3		
Fairhaven	35'x25'x12'	7	76sq.ft.	S.W.	11 6	2-light 1-light				Portable tables	x	or	x		Easy to supervise			10	2x1½ drop leaf	5	8x2½		
Fall River	30'x22'x12'	8	320sq.ft.	E.	12	Indirect		x			x				Easy to supervise							3	large
Fitchburg		4				Direct				x								6		1		1	
Franklin		4		S.	4	Semi-indirect			x				x			12	2x3						
Gloucester	30'x24'x12'	4		N.E.	8	Indirect		x				x						6		1			
Hatfield	17'x12'x12'	1	18sq.ft.	N.	2	Direct				use dining room													
Haverhill						Direct		x												x			
Hingham	30'x23'x14'	3			4	electric	x				x							4	8x3				
Holyoke		3		W.	14	Direct		x										4	7x3				
Holyoke		7		W.	14	electric												3	8x3				
Huntington		5	17½sq.ft	S.E.	5	Direct			x	Same room as kitchen													

TABLE V
(continued)

Town
Indian Orchard
Ipswich
Lenox
Lexington
Littleton
Lowell
Lowell
Ludlow
Lynn
Lynn
Malden
Malden
Malden
Manchester
Marblehead
Maynard
Medford
Melrose

SEWING ROOMS

TABLE V con.

Town	Dimensions	Windows			Lighting		Type used				Type preferred					Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of electric	Hollow Square	Parallel Plan	Unit	Other	Hollow Square	Parallel Plan	Unit	Other	Reasons	Number	Size	Number	Size	Number	Size	Number	Size
Indian Orchard	30'x 30½'	5	58½sq.ft.	N.E.	3	Indirect		x										5		2			
Ipswich								x				x						2					
Lenox	22'x20'x15'	3		W.	4	Direct										13	small			1	6x3		
Lexington	28'x36'x20'	6	132sq.ft.	N.W.	5	Indirect		x				x			Better wokking conditions.			6		1			
Littleton	35'x40'x12'	5	54sq.ft.			Direct				Use kitchen								2	3x6				
Lowell																							
Lowell	28'x24'x9½'	4	36sq,ft.	N.W.	1	Direct	x				x				Economy of space.	1				1			
Ludlow		4		N.W.	6	Semi-indirect										3				1			
Lynn	62'x34'x12'	8		N.	12	Direot		x				x						12	6x3	4	7x3½		
Lynn		5		N.	6	Direct		x				x			Best lighting			6	6x3	1	9½x3½		
Malden	36'x25'x11'	6	135sq.ft.	S.W.	5													6	6x4			1	4x9
Malden	44'x20'x12'	8	288sq.ft.	S.	4	Indirect			x				x					6					
Malden	25'x10'x20'	4	80sq.ft.	N.	4	Indirect		x				x								2			
Manchester										Use end of kitchen		x			Easy to supervise.					1	2½x10		
Marblehead	24'x8'x12'	2	40sq.ft.	W.	2	Direct		x												4	4x8		
Maynard		6				Direct																	
Medford								x															
Melrose		5			4			x				x				24	3x1½			1	3½x3		

TABLE V
(continued)

Town
Monson
Natick
Needham
New Bedford
Newburyport
Newtonville
North Adams
Orange
Peabody
Pittsfi
Pittsfield
Plymout
Quincy
Quincy
Quincy
Reading
Reading
Revere
Roxbury

Town	Dimensions	Windows			Lighting		Type used				Type preferred					Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of Electric	Hollow square	Parallel plan	Unit	Other	Hollow square	Parallel plan	Unit	Other	Reasons	Number	Size	Number	Size	Number	Size	Number	Size
Monson	30'x20'	8	192sq.ft.	N.E.	4	Direct		x				x						4	8x4				
Natick		4		S.	6			x								5	5x4						
Needham		4		W.	6	Direct		x				x			Easy to demonstrate.			10	6ft. over all	2	8ft. over all		
New Bedford	40'x25'x15'	6	138sq.ft.	N.	6	Semi-indirect			x				x					6	5½x3	1	7x3		
Newburyport		6			5		x			Use kitchen						6	cooking tables	2					
Newtonville		6			6			x				x						6		3			
North Adams	36'x27'x11'	10		S.E.	10	Direct	x			Use kitchen			x		Economy of space.			3	11x9	1	11'		
Orange	25'x12'x13'	x		N.	6	Direct		x		Use kitchen	x							4					
Peabody	33'x25'x12'	5		E.	6	Direct		x			x							6	7x3	1	7"x 33"		
Pittsfield		6		S.W.	4	Direct												4					
Pittsfield	24'x21'x7'	4			4	Direct																	
Plymouth										4 tables			x		More individual responsibility.			4		2			
Quincy	30'x22'x15'	4	156sq.ft.	W.	6	Semi-indirect			x				x		Better working conditions.			6		1			
Quincy	41'x25'x11'	5	1800sq.ft.	S.	8	Semi-indirect		x				x			Easy to supervise. Economy of space.			6	3x4x 30½"	1	3x7x 32"		
Quincy	23'x25'x10'	5		W.	4	Direct			x									6	3x4	1	3½x8		
Reading	45'x24'x12'	4	160sq.ft.	W.	7	Direct		x				x			Easy to demonstrate.			12	1½x9 & 1½x6	2			
Reading		6		W.	2	Indirect		x					x		More individual responsibility.			4		1			
Revere	23'x23'x11½'	4	23½sq.ft.	E.		Indirect		x										6	2½x5	1	7½x3½		
Roxbury		6	162sq.ft.	N.	6	Indirect			x				x		Economy of space. Better lighting.			10	4½	1	9'	1	4½'

TABLE V
(continued)

Town
Salem
Salem
Saxonvill
Somerville
Somerville
Somerville
Somerville
Spencer-Auburn
Springfield
Springfield
Springfield
Springfield
Springfield
South Boston
Sudbury
Topsfie
Vineyard Haven
Wakefield
Waltham

SEWING ROOMS

TABLE V con.

Town	Dimensions	Windows			Lighting		Type used				Type preferred					Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of Electric	Hollow square	Parallel plan	Unit	Other	Hollow square	Parallel plan	Unit	Other	Reasons	Number	Size	Number	Size	Number	Size	Number	Size
Salem	40'x32'x12'	10	150sq.ft.	E.	6	Direct				Use Kitchen	x				Easy to supervise.			2	24x2	1	2½x6		
Salem	30'x30'	4	102sq.ft.	S.E.	10	Direct	x				x				Easy to supervise.			2		3			
Saxonville	18'x21'x12'	4	102½sq,ft	W.	4	Indirect		x				x						2	5x3½			1	7x3
Somerville						Indirect														1			
Somerville	33'x27½'x12'	5	121sq.ft.		5	Indirect	x				x				Easy to supervise.			6	3x6	1	5x7		
Somerville	29'x24'	5		W.	9	Direct		x				x						2	6x3				
Somerville	24'x24'x14'	7	270sq.ft.	S.W.	4	Direct	x						x		Better working conditions. More homelike.			4		1			
Spencer-Auburn										Regular classrooms													
Springfield	19'x18'x11'	3	76sq,ft.	N.	2	Direct		x				x			Better working conditions.	6	5x3½						
Springfield	26'x22'x12'	4	128sq.ft.	E.&W.	4	Indirect			x				x		Economy of space.			6	3x4	4	3x6	2small 2large	
Springfield	32'x20'x12'	8	336sq.ft.	N.E.	4	x	x									9							
Springfield	30'x24'x12'	10	180sq.ft.	S.	4	Indirect	x						x		Better working conditions.			8	4x3	2	6'		
Springfield	31'x30'x11'				12	Direct		x				x			Easy to supervise.			x					
South Boston	33'x24'	7	252sq.ft.	S.W.	5	Indirect		x				x			Economy of space. Easy to supervise. Better light.	6	3x2			2	4x3 3x6		
Sudbury		4			4	Direct																	
Topsfield																							
Vineyard Haven	33'x26'x15'	9			6	Semi-indirect		x				x			Easy to supervise. More individual responsibility.			3					
Wakefield		4			6				x				x					6					
Waltham	52'x17'x12'	4	84sq.ft.	S.W.	7	Semi-indirect			x				x		Easy to supervise. Economy of space.	10	4½x2½			2	6x3½	1	6x3

TABLE V
(continued)

Town
Waltham
Waltham
Watertown
Wayland
Webster
West Springfield
Whitinsville
Winthro
Woburn
Worcest

SEWING ROOMS

TABLE V con.

Town	Dimensions	Windows			Lighting		Type used				Type preferred					Tables							
																Individual		Group		Cutting		Other	
		Number	Area	Exposure	Number	Type of electric	Hollow Square	Parallel Plan	Unit	Other	Hollow Square	Parallel Plan	Unit	Other	Reasons	Number	Size	Number	Size	Number	Size	Number	Size
Waltham		6			8			x				x						4		1		1	
Waltham	33'x18'	9			6	Indirect		x										6		6			
Watertown	36'x35'x12'	11	160½sq.ft.	S.E.	8	Indirect		x										6	5½x3½	1			
Wayland																x							
Webster	31'x23'x11'	4	135sq.ft.	S.		Direct		x				x						6	3½x6				
West Springfield																				4	8½x3½		
Whitinsville	22'x12'x11'	2	26½sq.ft.	E.	8	Direct		x				x						4	4½x3				
Winthrope	31'x31'	5		N.	4	Indirect				Use drawing room										1	9x3½		
Woburn		6				x		x				x						1		5			
Worcester	42'x21'x11'	12	192sq.ft.	S.	6	Semi-indirect		x					x		Better working conditions More individual responsibility								

Table VI gives reports on the rest of the sewing room equipment.

The number of foot machines per school varies from one to twenty-two. The number of electric machines varies from one to ten per school. Forty schools have both electric and foot machines. Only five schools have just electric machines.

Four schools have sad irons, two of them having both sad irons and electric irons. The rest have electric irons varying in number from one to six per school.

Forty-four schools have screened portions of the rooms for fitting rooms. Twenty-two have separate fitting rooms.

Sixty-five schools have mirrors varying in size from two feet by 3 feet to full length triple mirrors.

Thirty-four schools have individual cabinets for storage space. Thirty-nine have individual drawers, forty-four have closets, sixteen have individual boxes and two have lockers for storage. Other means of storage mentioned are attic, dressing room, clothes press, textile file and display cabinet.

SEWING ROOM EQUIPMENT

TABLE VI

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened Portion	Separate Room	Number	Size	Individual Cabinets	Individual Drawers	Closets	Other
Acton	2			1					1	5x5	15			
A Adams	7			2	x	1			1	triple	19	21	4	812 boxes
Amesbury	7	1		1		1		1						
Amesbury	7	1		1					2	20"x14" 36"x64"				168 boxes
Athol				1					1		1			
Belmont	1	3		1			1		1		x			
Beverly	3	3		1		2	1	1	1	full length	20	20	x	
Braintree	4	3		2			1		1			x		48 boxes
Brighton	5	1		2			1		1		200	12	4	
Brockton	3			1			x		1	3'x10'	1			
Brockton	4						1						1	
Brockton	4													
Brockton	9			1			x							
Brookline														
Central Village	3			1			x		1	3'x2'		5	2	
Charlton	1		1						1					

SEWING ROOM EQUIPMENT

TABLE VI con.

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened section	Separate room	Number	Size	Individual cabinets	Individual drawers	Closets	Other
Chelsea	4	1		2					1	19"x31"	10	24	1	
Chelsea	3	3		1					1	full length	1			Each section has a drawer in cabinet
Cohasset	3			1										
Dartmouth	1													
Dorchester	11			4		2	x		2			160	3	
Dover	1	1	7	x			x							
Duxbury	1	1		1										
Everett	9			2			x		3					Lockers
East Boston	6	2		2			x		1	full length		x	8	
Fair-haven	3	2		1			x	x				1	1	
Fall-River	10			2		2	x		2		3		6	20 boxes in each closet
Fitchburg	2	8		2			x					x		
Franklin	2	2		2					1	tripple		24	1	
Gloucester	8	1		2			x		1	triple	x	14	2	
Hatfield	2			1			x		1				1	
Haverhill	18			6				x	3		x	x		
Hingham		4		1		1		x	1					
Holyoke	4			2					1	wall			2	

SEWING ROOM EQUIPMENT

TABLE VI con.

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened section	Separate room	Number	Size	Individual cabinets	Individual Drawers	Closets	Other
Holyoke	4		2				x		1	26"x15"			2	
Huntington	1			1							15			2 girls share each section
Indian Orchard	9			4					1	triple		24	4	attic
Ipswich	4			1			x						1	Individual boxes
Lenox	2	1		1									1	
Lexington		1		1		1		x						250 boxes
Littleton	3			4					1					
Lowell							x							
Lowell	5		1	1			x							
Ludlow	4	2		1			x		1					
Lynn	16			2		2		x	2		x	x		500 drawers and lockers
Lynn	7			1			x		1	2'x4½'	5	144	2	
Malden	6	1		1			x		3	4½'x1½'	131	48	1	
Maldem	6	1		1					1	4'x10'		26	1	
Malden	4			1			x		1					
Manchester		2		1										
Marblehead	4			1					1	3'x6'			1	
Maynard	5													
Medford														

SEWING ROOM EQUIPMENT

TABLE VI con.

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened section	Separate room	Number	Size	Individual cabinets	Individual drawers	Closets	Other
Melrose	6			1		1		x	1	27"x38"		20		36 boxes
Monson	3	1		1					1	full length	1	25		
Natick	1	1		2		1		x			x			boxes
Needham	2	4		2			x		1	triple	x	x		Display case Built in ironing board
New Bedford	8			2		1		x	1	triple			3	216 boxes
Newburyport	2	2		2		1		x	1			7	2	
Newtonville	6	1		3			x					x	x	x
North Adams	5			1			x						6	individual class drawers
Orange	4	3		1			x					x		
Peabody	6					1		x			1	x	1	
Pittsfield		1												
Pittsfield														
Plymouth	4			1			x		1				1	individual boxes
Quincy	4	1		1				x	1		30	24	1	
Quincy	4			1			x		1	57"x22½"	72	48	5	
Quincy	5			1					1	14"x24"	96		8	
Reading	3			3			x		2	2'x5' 16"x20"			x	
Reading	3			1		2		x	1				2	Dressing rooms

SEWING ROOM EQUIPMENT

TABLE VI con.

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened section	Separate room	Number	Size	Individual cabinets	Individual drawers	Closets	Other
Revere	9			1			x		1	4½x1½		60	2	
Roxbury	5	2		3			x		1					boxes
Salem	5			1					1	30"x15"				
Salem	6			1					1	5'x2'	80		3	
Saxonville	4			1							56		1	
Somerville		5		2		2		x	2	1 triple	x			
Somerville	7			1			x		1	triple	36			
Somerville	7			1			x							
Somerville	7						x		1				2	
Spencer - Auburn														
Springfield	2	1		1		1		x	1				3	boxes
Springfield	5	1		2			x		1	triple	134		2	clothes press textile file
Springfield	6			1			x						3	
Springfield	5	2		1					1	triple		48		
Springfield	10	10		5		2	x		2			x		
South Boston	10	2		5		1	x		1	72"x31"	2		2	boxes
Sudbury	2													
Topsfield	2			1										
Vineyard Haven				1			x		1	triple	1	16		display case filing cabinet

SEWING ROOM EQUIPMENT

TABLE VI con.

Town	Machines		Irons			Fitting Rooms			Mirrors		Storage			
	Foot	Electric	Sad	Electric	Other	Number	Screened section	Separate room	Number	Size	Individual cabinets	Individual drawers	Closets	Other
Wakefield	4	2		2		1		x	1					
Waltham	2	5		2		1		x	1	4½x8$\frac{7}{4}$		6		150 boxes book case office file
Waltham	3	2		2		1	x		1	large	x			
Waltham	5	1		1		1		x	1	3x6	x			
Watertown	5	2		2					1	triple		96		45 lockers
Wayland	2													
Webster	7	2		2		1		x	1	triple		x	3	
West Springfield	2	3		1		1		x				90		
Whitinsville	4			1					1				x	boxes
Winthrop	2													
Woburn	22			4		2		x	2		x	x	x	
Worcester	3	3		1		1	x		1	triple	90	60		

Table VII gives data on dining rooms and their equipment.

Forty schools report that they have some sort of dining room. In seven of these cases, it is part of another room or combined with another room. The size varies from 144 square feet or approximately $\frac{1}{4}$ a classroom unit to 576 square feet or approximately 6/7 of a classroom unit. Four schools report having two dining rooms.

Where the area of glass is given (13 cases) seven had the standard area of glass, one-fifth the floor area, five had less than the standard amount.

Twelve report having direct lighting, seven have indirect lighting, and five have semi-indirect lighting.

Thirty-eight schools report having dining tables. Thirty-five report having chairs varying in number from four to twelve per room. Four have sideboards, twenty have buffets, fifteen have sidetables, seven have tea wagons, and twenty-six have china cabinets.

Those who have silver ware have enough pieces to serve the following people:

2- serve 4 people
9- serve 6 people
4- serve 8 people
8- serve 12 people
2- serve 18 people
2- serve 20 people
1- serve 36 people
1- serve 44 people

Those having curtains use the following materials; cretonne, marquisette, theatrical gauze, scrim, sunfast, pongee, voile, chintz, damask, and rep.

As to how often the dining rooms are used, 10 report that it is used daily, 16 report it is used frequently, and 5 report it is used seldom.

As to how the dining room is used, 7 report it is used for daily demonstration, 14 report it is used for occasional demonstration, twenty-two report it is used for special meals and three report it is used for show purposes.

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TABLE VII

DINING ROOMS and EQUIPMENT

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How Used							
		Number	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboards	Buffet	Side Tables	Tea Wagons	China Cabinets	Number of Pieces	Number will Serve	Number	Size	Material of Curtains	Type of Curtain	Daily	Frequently	Seldom	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Acton	None																										
Adams							1						2								x			x	x		
Amesbury	None																										
Amesbury	None																										
Athol		5				Direct	1	10			1		2					cretone		x	Lunch for teachers						
Belmont	None																										
Beverly		1	15sq.ft.	N.		Semi-indirect	1	12		x		x	x	complete for twelve				cretone over hanging			x			x	x	teachers lunch twice weekly	
Braintree	16'x9'x13'	2		W.	1		x	4		x			x	42	4			glass over dreapes			x				x		
Brighton	None																										
Brockton	29'x12'x9½'	3			1	Indirect	x	4						32	6							x			x		
Brockton	Half of kitchen temporarily screened off						x	4																			
Brockton	None																										
Brockton	None																										
Brookline	24'x24'x16'	2		S.	1	Indirect	x	x	x		x	x	x			1	9x10			x			x	x			
Central Village																											
Charlton	None																										
Chelsea	None																										
Chelsea	None																										

TABLE VII
(continued)

DINING ROOMS and EQUIPMENT

TABLE VII con.

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How used							
		Number	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboards	Buffet	Side Tables	Tea Wagons	China Cabinets	Number of Pieces	Number will serve	Number	Size	Material of Curtains	Type of Curtain	Daily	Frequently	Seldom	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Cohasset	None																										
Dartmouth	None																										
Dorchester	None																										
Dover	None																										
Duxbury	None																										
Everett	17'x14'x12'	2	350sq.ft.	E.	1	Indirect	x	8		x			x			1	9x12	Marquisette theatrical gauze	glass	x					x		
East Boston	None																										
Fairhaven	15'x11'x12'	2	15sq.ft.	E.&W.	1	4-light Direct	x	6		x			x	1200	20			scrim				x		x	x		Teachers lunches
Fall River																											
Fitchburg	None																										
Franklin	None																										
Gloucester	None																										
Hatfield		1	30sq.ft.	N.	2	Direct	x	6					x		12			voile	long	x			x				
Haverhill	Screened end of laboratory						x	6			x				8			Theatrical gauze			x				x		
Hingham	Alcove 8'x8'x14'	2					x	4						60	6						x			x	x		
Holyoke	None																										
Holyoke	None																										

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TABLE VII
(continued)

DINING ROOMS and EQUIPMENT

TABLE VII con.

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How Used							
		Number	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboards	Buffet	Side Tables	Tea Wagons	China Cabinets	Number of Pieces	Number will Serve	Number	Size	Material of Curtains	Type of Curtain	Daily	Frequently	Seldom	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Melrose	14'x12'x14'				1	Indirect	x	6		x				48	8	1	7½x8¾	scrim			x				x		
Menson	None																										
Natick	None																										
Needham	None																										
New Bedford																											
Newburyport	Part of cooking laboratory						x	6						12	6										x		
Newtonville		2				x	x	6	x	x	x	x	x		18						x			x	x		x
North Adams	9'x7'x10½'	3	36sq.ft.	W.	1	Direct	x	6					x	60	12			Pongee			x		x		x		
Orange	None																										
Peabody	10'x9'x9'						1	6							20						x			x	x		x
Pittsfield	None																										
Pittsfield	None																										
Plymouth							x	4			x		x		6							x					Practical serving
Quincy		2		N.	1	Direct	x	6			x		x		6					x			x		x		School Committee Dinners
Quincy	None																										
Quincy	None																										
Reading	Alcove off kitchen	1		W.			x	4					x								x				x		
Reading	24'x11'x8'	3	15¾sq.ft.	W.	1	Direct	x			x		x	x	48	12				sash		x						
Roxbury	12'x12'15'	2	54sq.ft.	N.	1	Direct	x	6			x		x	332	44	1	9x10½	cotton glass									

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TABLE VII
(continued)

DINING ROOMS and EQUIPMENT

TABLE VII con.

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How Used							
		Number 6	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboards	Buffet	Side Tables	Tea Wagons	China Cabinets	Number of Pieces	Number will Serve	Number	Size	Material of Curtains	Type of Curtains	Daily	Frequently	Seldom	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Huntington	None																										
Indian Orchard		4		N.W.	1	Direct	x	8		x		x			8			cretonne	plain drapes with valance		x		x		x		
Ipswich	None																										
Lenox	None																										
Lexington	None																										
Littleton	None																										
Lowelll	None																										
Lowell	None																										
Ludlow																											
Lynn	[2] 15'x12'x12'	2		N.E.	2	Direct	2	12		2			2	12	4							x			x		
Lynn	None																										
Malden	16'x14'x11'	3	60 sq.ft.	N.W.	5	Direct	x	6				x	x	216	36	1	9x12	sun fast glass and over-drapes									
Malden	None																										
Malden	None																										
Manchester	None																										
Marblehead	None																										
Maynard	None																										
Medford	None																										

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TABLE VII
(continued)

DINING ROOMS and EQUIPMENT

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How used							
		Number	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboard	Buffet	Side Table	Tea Wagon	China Cabinet	Number of Pieces	Number will serve	Number	Size	Material of Curtains	Type of Curtains	Daily	Frequently	Seldom	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Revere	None																										
Salem	18'x18'x12'	2	30sq.ft.	N.	1	Semi-indirect	x	4		x			x		6			scrim	plain	x			x				
Salem	12'x12'x12'	1	15sq.ft.	E.	1	Direct	x	4			2		2	38	6	1	8x8	scrim	plain	x			x				
Saxonville	None																										
Somerville					4		x	4		x					6	1	7x9	Voile-chintz	glass - over drapes		x			x	x	x	
Somerville	18'x15'x12'	2			1	Semi-indirect	x	6		x	x		x		12	1	9x12			x					x		
Somerville	None																										
Somerville	None																										
Spencer-Auburn	None																										
Springfield	Center of kitchen						x	6		x			x	132	8							x		x	x		
Springfield	2 20'x18'x12' 25'x18'x12'	3		W.	1 2	Semi-indirect.	x	8			x		x	36	6	2	7x9 9x11	cretonne theatrical gauze			x				x		
Springfield	None																										
Springfield	12 ft. high		¼ floor space	S.			x	x		x	x		x											x		x	
Springfield		2					x	4		~~2~~	2																
South Boston	14'x15'x12'	2	72sq;ft.	N.W.	1	Indirect	X	6		x	x		x	104	18	1	9x12	scrim	Dutch	x							lunches
Sudbury	None																										
Topsfield	None																										
Vineyard Haven																											

TABLE VII
(continued)

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DINING ROOMS and EQUIPMENT

TABLE VII con.

Town	Dimensions	Windows			Lighting		Furniture							Silver		Rugs		Curtains		How used							
		Number	Area	Exposure	Number	Type of Electric	Tables	Chairs	Sideboard	Buffet	Side Table	Tea Wagon	China Cabinet	Number of Pieces	Number will Serve	Number	Size	Material of Curtains	Type of Curtain	Daily	Frequently	Seldomm	Daily Demonstration	Occasional Demonstration	Special Meals	Show Purposes	Other
Wakefield	None																										
Waltham	17½x14'	1	21sq.ft.	W.	2	Indirect	x	10	x	x				137	12	1	9x12	voile repe			x						Teachers' lunches
Waltham	None																										
Waltham	None																										
Watertown	None																										
Wayland	None																										
Webster	14'x12½'x11'	2	67½sq.ft.	S.	1	Direct	x	6		x	x		x	108	12	1	8½x9	damask	side and valance		x			x	x		with home management
West-Springfield		5				Semi-indirect	x			x			x											x	x		
Whitinsville	None																										
Winthrop	None																										
Woburn		5			8	Indirect	x	6	x	x	x			144	12	7	scatter	gauze	window drapes	x			x		x	x	
Worcester																											

Table VIII gives data on bedrooms and their equipment.

Sixteen schools report having bedrooms. These vary in size from 80 square feet or approximately one-eighth a classroom unit to 704 square feet or a little better than one classroom unit. Only one school reports having two bedrooms. The rest all have one.

The area of glass is given in only five cases. Three of these have less than the standard of one-fifth the floor area.

Eight report having direct lighting and two indirect lighting.

Of those reporting having beds, (14) and the type used nine have single beds, one a three-quarters bed, and two double beds.

Four have bureaus, four have chiffoniers and three have dressers as part of the equipment.

Twelve report having chairs. These vary in number from one to seven per room. The types of chairs used are classroom, dresser, easy, rockers, straight, colonial, and bedroom.

Seven report having rugs, four of these have two per room. The materials used are rag, linoleum, wool, and chenille. They vary in size from 2 feet by 3 feet to 6 feet by 3 feet.

As to how often these rooms are used, three report using them daily, eight use them frequently, and one seldom.

As to how they are used, eleven are used for demonstrtion, nine are used for housekeeping, and two for show purposes. One is used for first aid and one for home nursing.

TABLE VIII

BEDROOMS and EQUIPMENT

TABLE VIII

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	Number of Chairs	Type of Chair	Number of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
Acton																						
Adams	32'x22'	3			2	x	1	3/4					class room							x	x	
Amesbury																						
Amesbury																						
Athol																						
Belmont																						
Beverly																						
Braintree																						
Brighton																						
Brookton																						
Brookton																						
Brockton																						
Brockton																						
Brookline																						
Central Village																						
Charlton																						
Chelsea																						
Chelsea																						
Cohasset																						

TABLE VIII
(continued)

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BEDROOMS and EQUIPMENT

TABLE VIII con.

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	Number of Chairs	Type of Chair	Number of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
Dartmouth																						
Dorchester																						
Dover																						
Duxbury																						
Everett	14'x10'x12'	2	35sq.ft.	court	2	Direct	1	double	1	1								x			x	
East Boston																						
Fairhaven																						
Fall River																						
Fitchburg																						
Franklin																						
Gloucester																						
Haverhill																						
Hingham																						
Holyoke																						
Holyoke																						
Huntington																						
Indian Orchard		2		S.W.			1	single				2	Dresser Easy	1	rag	3x2		x		x	x	
Ipswich																						
Lenox																						

TABLE VIII
(continued)

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BEDROOMS and EQUIPMENT

TABLE VIII con.

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	Number of Chairs	Type of Chairs	Number of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
Lexington																						
Littleton																						
Lowell																						
Lowell																						
Ludlow																						
Lynn																						
Lynn																						
Malden	12'x10'x11'	1	20sq.ft.	N.W.	3	Direct	1	single		x		1	Rocker	1		2¼x3½						
Malden																						
Malden																						
Manchester																						
Marblehead																						
Maynard																						
Medford																						
Melrose	14'x12'x14'	1			1	Direct	1	6½x3			x	2	Bedroom		Linoleum		x			x	x	
Monson																						
Natick																						
Needham																						

TABLE VIII
(con§inued)

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TABLE VIII con,

BEDROOMS and EQUIPMENT

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	Number of Chairs	Type of Chair	Number of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
New Bedford																						
Newburyport																						
Newtonville																						
North Adams	10'x8'x10½'	5	40sq.ft.	E.		Direct	1				x	2						x	x	x First Aid		
Orange																						
Peabody																						
Pittsfield 666																						
Pittsfield																						
Plymouth																						
Quincy																						
Quincy																						
Quincy																						
Reading																						
Reading																						
Roxbury	12'x12'x15'				1	Direct	1	single	x			2	rocker. straight	2	wool	6x3	~~x~~	x	~~x~~	x	x	
Revere																						
Salem																						
Salem																						

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TABLE VIII
(continued)

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	Number of Chairs	Type of Chair	Number of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
Saxonville																						
Somerville		2		W.	4		1	single	Salem chest Chippendale mirror			2	maple colonial	2		bed-side		x		x	x	x
Somerville	18'x15'x12'					side lights	1	single														
Somerville																						
Somerville																						
Spencer-Auburn																						
Springfield																						
Springfield	16'x12'x12'	2	25sq.ft.		1	Indirect	1	single		x		1	small rocker					x			x home nursing	
Springfield																						
Springfield																						
Springfield																						
South Boston																						
Sudbury																						
Topsfield																						
Vineyard Haven																						
Wakefield																						

TABLE VIII
(continued)

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BEDROOMS and EQUIPMENT

TABLE VIII con.

Town	Dimensions	Windows			Lighting		Furniture							Rugs			Use					
		Number	Area	Exposure	Number	Type of Electric	Number of Beds	Size of Beds	Bureau	Chiffonier	Dresser	No. of Chairs	Type of Chair	No. of Rugs	Material of Rugs	Size of Rugs	Daily	Frequently	Seldom	Demonstration	Housekeeping	Show Purposes
Waltham	14½'x9'x	1	21sq.ft.	E.	2	Direct	1	single	x			2	rocker straight	2	rag			x			x	
Waltham																						
Waltham																						
Watertown																						
Wayland																						
Webster	15½'x11½x11'				1	Direct	1	double			x	2	rocker straight walnut	2	Chenelle	3x4½		x		x	x	
West Springfield																						
Whitinsville																						
Winthrop																						
Woburn		2			2	Indirect	1	single		x		7	6straight 1 rocker				x			x	x	x
Worcester				S.	1	Direct	1	single	x			3	straight rocker easy				x			x	x	

Table IX gives data on other rooms that are used for home economics work.

Nineteen schools report having other rooms than those already mentioned used for home economics purposes.

Eight schools have living rooms, four have bath rooms, two have laundry rooms, two have recitation rooms, one has a lecture room, and one a lunchroom management room. These last two might be included under recitation rooms. Besides this one each of the following types are used; clinic room, infirmary, pantry, housewifery laboratory, kitchenette, and cutting room. Indian Orchard reports having an old residence remodeled, which is used for home economics work. Malden reports a complete suite used for home economics work. This whole suite, hall, bath, living room, kitchenette and bedroom, occupies a little less than one classroom unit.

HOME ECONOMICS PROGRAMS

The majority of the schools follow the state outlines or modifications of these in their courses of study. These outlines are quite complete for all subjects for grades seven through twelve.

TABLE IX

OTHER ROOMS

TABLE IX

Town	Room	Dimensions	Windows			Lighting		Description of Equipment
			Number	Area	Exposure	Number	Type of Electric	
Acton								
Adams								Nursing and bedroom are combined with a lecture room.
Amesbury								
Amesbury								
Athol	Pantry		2				Direct	
Belmont								
Beverly								
Braintree								
Brighton								
Brookton								
Brookton								
Brookton								
Brookton								
Brookline	Recitation	24'x16'x16'	1			2	Direct	Frequently used
Central Village	Recitation	12'x12'x15'	3	186 sq.ft.		1	Indirect	Contains teacher's desk and a dozzen or so desk chairs with panel arms.
Charlton								
Chelsea								
Chelsea								
Cohasset								

TABLE IX
(continued)

OTHER ROOMS

TABLE IX con.

Town	Room	Dimensions	Windows			Lighting		Description of Equipment
			Number	Area	Exposure	Number	Type of Electric	
Dartmouth								
Dorchester								
Dover								
Duxbury								
Everett	Living	14'x17'	2			1		
	Bath	10'x7'	1		inside	1		
	Laundry	18'x9¼'	1		"	2		
East Boston								
Fairhaven								
Fall River								
Fitchburg								
Franklin								
Gloucester								
Hatfield HHHH								
Haverhill								
Hingham								
Holyoke								
Holyoke								
Huntington								
Indian Orchard								Sun porch, glassed on three sides facing South. Many plants, parsley, etc. Old residence remodeled. Pantry, butler's pantry, two bathrooms, on a practical basis for the girls.

TABLE IX
(Continued)

OTHER ROOMS

Town	Room	Dimensions	Windows Number	Windows Area	Windows Exposure	Lighting Number	Lighting Type of Electric	Description of Equipment
Ipswich								
Lenox								
Lexington								
Littleton								
Lowell								
Lowell		6666						
Ludlow								Use home-nursing and clinic for teaching home-nurseing and child care.
Lynn	Conference							
Lynn								
Malden	Hall	28'x9'x11'				4	Bridge	Arm chair, window chair. two tables.
	Bath	7'x5'x11'	1	3sq.ft.	E.	1	Direct	Tub and lavatory.
	Kitchenette	11'x9'x11&	1	20sq.ft.	N.	1	Direct	Electric stove, small sink, porcelain table, supply cabinet.
	Living	12'x11'x11'			N.W.	4$	Direct	Bridge lamp table lamp, gate-leg table, one desk, one window chair, one wing cha chair, arm chair end table.
Malden								
Malden								
Manchester								
Marblehead								
Maynard								
Medford								
Melrose								
Monson								
Natick								

TABLE IX
(continued)

OTHER ROOMS

Town	Room	Dimensions	Windows			Lighting		Description of Equipment
			Number	Area	Exposure	Number	Type of Electric	
Needham								
New Bedford	Home Problem	30'x25'x15'	6	139sq.ft.		6	Semi-indirect	Set tub, washing machine, bed, linen, and furnishings, gate-leg table, two window chairs, sewing machine, two supply cupboards.
Newburyport								
Newtonville								
North Adams								
Orange								
Peabody	Fitting	17'x8'x12'	2			1	Direct	Mirror stand.
Pittsfield								
Pittsfield								
Plymouth								
Quincy								
Quincy								
Quincy								
Reading	Infirmary		1			1		Bed used for home-nursing course.
Reading	Living	15'x14½8X8'	3	15¾sq.ft.		4	Direct	Four chairs, table, divan, bookcases,- seldom used except when girls have guests.
Roxbury	Bath Laundry	6'x4'x15'						No tub. Toilet, Handbowl, linoleum on floor. Washing machine, vacuum cleaner, electric irons, ironing board.
Revere								
Salem	Living	15'x15'x12'	1	15sq.ft.		1	Semi-indirect	Glass case table and six chairs.

TABLE IX
(continued)

Town
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Spencer- Auburn
Springf
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Springf
Springf
Springf
South Boston
Sudbury
Topsfie
Vineyar Haven

OTHER ROOMS

Town	Room	Dimensions	Windows			Lighting		Description of Equipment
			Number	Area	Exposure	Number	Type of Electric	
Salem	Living	12'x12'x12'	1	15sq.ft.		1	Direct	Folding bed for bed making,two wicker chairs,chest for linen,combination desk and bookcase,mirror, Used for teaching housekeeping.
	Supply	12'x12'x12'						Shelves
Saxonville								
Somerville	Living		2			3		Late colonialmahogany,-tuxedo divan,Hepplewhite and Chippendale,Martha Washington and fireside upholtered in figured tapestry chairs. Hangings cream voile,glass curtains,English print over drapes;rug of teppe velour; lamp,Italian pottery vase partchment shade. Large butterfly table,small butterfly tea table. Many uses.
Somerville	Bath					1		Tub,sink and toilet. Used daily.
	Living	18'x18'x15'	2					Sofa,two chairs,gate-leg table,spinet desk,and chair,flower stand, rug, mirror and table,pictures. Curtains and over drapes on all windows in suite. made by the girls in the department.
Somerville								
Somerville								
Spencer-Auburn								
Springfield								
Springfield	Kitchenette	11'x9'x12'	2	64sq.ft.		1	Indirect	Kitchen cabinet,work table,large gas stove,sink,set tubs,- connected with dining room. This appartment connected with the laboratory on the second floor.
Springfield								
Springfield								
Springfield								
South Boston								
Sudbury								
Topsfield								
Vineyard Haven	Lunchroom Management	38'x26'x15'	6	192 sq.ft.			Semi-indirect	Tables and chairs. Joins cooking room.

TABLE IX
(continued)

Town
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OTHER ROOMS

TABLE IX con.

Town	Room	Dimensions	Windows			Lighting		Description of Equipment
			Number	Area	Exposure	Number	Type of Electric	
Wakefield								
Waltham	Living	13'x12'x	1	21sq.ft.		2	Direct	One willow sofa,two willow chairs,one mission rocker,one mission desk and chair,one mission center table,and one domestic rug.
Waltham								
Waltham								
Watertown								
Wayland								
Webster	Living	14'x11'x11'	2	67½sq.ft.		2	Direct	One set of tapestry(over stuffed) three pieces,one table,one art square,9x12.
	Cutting	same as sewing room			N.	6		Four large tables,corked top,10'x8',- three cupboards.
West Springfield								
Whitinsville								
Winthrop								
Woburn								
Worcester	Lecture							24 chairs desk arms,one table,oneteachers desk,three desk chairs,one closet and equipment for invalid cookery,one cabinet - books and files of reference material,one small cabinet on cleaning utensils,one blackboard and one cork board entire side of the room,one platform scales. Used daily.
	Bath							Mirror,glass shelf,glass rod. Steps,rack,hamper,curtains, - all yellow.

Chapter V

CONCLUSION

A survey of the data presented in this thesis shows that the following are among the most important conclusions which may be reached.

1. The size of the schools reporting varies in enrollment from 71 to 2923.

2. The buildings were constructed between 1775 and 1930.

3. Due to the age of the buildings the size of the classrooms is varying and no uniformity is recognized until about 1920. The older buildings tend to have very large rooms while those built more recently have smaller rooms.

4. The nationality of the pupils is predominantly American belonging to the middle class.

5. The principle objectives given are general education and future homemaking.

6. The size of the school seems to have no relationship to the number of home economics rooms. Dining rooms seem to be not even a necessity, only 33% of the cases having them and some of these were part of other rooms. Sewing rooms are evidently deemed necessary as some provision for them is made in almost every instance. Bedrooms are seldom provided for, only 16% reporting them. A very small per cent list other

rooms such as living rooms, baths, or small apartments. Where these are mentioned they are used for home management courses.

7. The predominant place for home economics rooms is still in the basement, the per cent being fifty-four.

8. The average number of students for home economics classes is about twenty.

9. Due to the few and indefinite answers received on the question as to appropriation allowed, no definite conclusion could be drawn.

10. The median time allotment for cooking is in the

Seventh Grade	90 minutes
Eighth Grade	90 minutes
Ninth Grade	120 minutes
Tenth Grade	160 minutes
Eleventh Grade	160 minutes
Twelfth Grade	120 minutes

11. The median time allotment for sewing is in the

Seventh Grade	90 minutes
Eighth Grade	90 minutes
Ninth Grade	120 minutes
Tenth Grade	160 minutes
Eleventh Grade	120 minutes
Twelfth Grade	120 minutes

12. The time allotments for the other subjects varies from 25 minutes to 300 minutes, the higher grades having the longest time. These "other" subjects include textiles, child care, home management, home nursing, house planning, laundry, design, millinery, interior decoration, marketing, nutrition, household chemistry and physics, art, hygiene, dietetics, costume design, and budgeting. Of these subjects home management is the one most generally taught, especially in grades nine to twelve.

13. The number of windows in a room has no relation to the size of the room.

14. The amount of light, or area of glass does not meet the standard in sixty per cent of the cases given.

15. The predominant exposure for kitchens is south, for sewing rooms is almost equally north and south, for dining rooms is north and for bedrooms and other rooms there is not enough data to give any definite statement.

16. Direct lighting predominates in all types of rooms.

17. The most common size of kitchen is more than one classroom unit.

18. The most commonly used type of kitchen is the hollow-square.

19. The type of kitchen generally preferred is the unit kitchen with the following reasons given, listed according to preference: "more homelike," "more individual responsibility," "better working conditions," "economy of space," "easy to supervise," "more practical and efficient."

20. Gas is the most commonly used fuel.

21. The number of sinks per pupil used is, in general, low, 35% having only one per kitchen. Fifty-eight schools have either porcelain or enamel sinks. Thirty-one schools have soapstone sinks.

22. Soapstone was the predominating material used for set tubs.

23. Practically every school has provision for both hot and cold water.

24. The number of tables per kitchen varies according to the type of kitchens used. The number of pupils per table is generally either two or four, and the number of drawers per table is predominantly four, varying with the type used. The majority of tables have two cabinets. The predominating type of top used for the tables is wood.

25. Seventy-six per cent of the schools have refrigeration. Fifty per cent of these cases have electric refrigeration.

26. The predominating type of storage used for kitchens is closets and practically all schools have some storage space.

27. The most commonly used size of sewing room is more than a classroom unit.

28. The type of sewing room most commonly used is the parallel plan. In sixteen cases the sewing room is combined with or part of another room.

29. The type of sewing room generally preferred is the parallel plan, with the following reasons given, listed according to preference: "easy to supervise," "economy of space," "better working conditions," "easy to demonstrate," "best lighting," "more individual responsibility," "less expensive," and "seems satisfactory."

30. Group tables are used most often, 61% using this type while seventeen per cent use individual tables. A little more than half, 56, report having cutting tables.

31. Foot machines are the type predominating. The number per room is predominantly four. Forty per cent of the schools have both electric and foot machines. Five per cent have only electric machines.

32. All but two schools reporting have electric irons. Fifty-one of the schools have but one iron, while twenty-three have two irons.

33. Screened portions of the room are most commonly used for fitting rooms, forty-four schools having this type, while only twenty-two schools have separate rooms.

34. Sixty-five schools report having mirrors. Twenty-nine of these report full length mirrors.

35. Seventy-four per cent of the schools report having some type of storage for sewing. The predominating type is closets with about equal number having individual cabinets and individual drawers.

36. The size of the dining room is in every case less than one classroom unit, predominatingly $\frac{1}{2}$ a classroom unit.

37. Practically all schools reporting provision for serving have dining tables. The predominating number of chairs per dining room is six. Fifty per cent of the schools with dining rooms have buffets and sixty-five per cent have china closets.

38. Of those having silver ware the median number that service is provided for is eight people.

39. Fifty per cent of the dining rooms have some sort of curtain at the window.

40. The general use of the dining rooms is "frequently" for "special meals."

41. The size of the bedrooms as used is generally about one-fourth the size of a classroom unit.

42. The predominating type of bed used is single bed.

43. Equal numbers of schools have bureaus, chiffoniers, and dressers.

44. The predominating number of chairs per room is two generally one rocker and one straight chair.

45. About half the schools having bedrooms report having rugs. These are made of material typical of bedroom rugs, as rag, linoleum, wool and chenille.

46. The general use of the bedrooms is "frequently" for "demonstration" and "housekeeping" purposes.

47. About nineteen per cent of the schools have other rooms used for home economics. The largest number of these being living rooms.

48. The size of these "other" rooms is generally a small fraction of a classroom unit.

49. The most general program used is the state outline or modifications of it.

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